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ABSTRACT

This study is addressed to the individual analysis of 49 packages of materials produced by 42 social science curriculum projects during the 1960's for use by educators in school districts throughout the nation and professional political scientists. Each analysis includes both a narrative description and an information checklist. The narrative includes: 1) the name of the curriculum developed and specific titles within the curriculum; 2) the project director and project address; 3) the publishers name and address, publishing date, and cost of the materials; 4) information about the grade levels and kinds of existing course structure into which the materials fit; and, 5) the social science disciplines which provide the dominant or organizing thread for the materials. This is followed by a brief statement of the development rationale. The checklists include the categories: descriptive characteristics, substantive characteristics, and strategies employed and evaluation information; also, three comparative summary charts. In addition, the materials are classified and listed in four categories according to their focus or emphasis on: 1) interdisciplinary use of the social sciences; 2) a particular social science discipline other than political science; 3) a particular geographic area; or, 4) political science. (Author/SBE)

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materials for **Civics,
Government,
and Problems of
Democracy:**

POLITICAL SCIENCE in the NEW SOCIAL STUDIES

by Mary Jane Turner

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with an introductory chapter by
JOHN J. PATRICK

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FOREWORD

In the spring of 1970 the U.S. Office of Education made grants totaling several hundred thousand dollars to seven institutions to improve the teaching of political science and related subjects in the secondary schools. The institutions were the University of Colorado, the University of Denver, Columbia University Teachers College, Michigan State University, the University of California at Los Angeles, Federal City College, and Indiana University.

A second grant was made to Indiana University for the operation of the Political Science Education Project of the American Political Science Association (APSA). This project developed from the work of the APSA's Committee on Pre-Collegiate Education, formed in the spring of 1970 and charged with the responsibility of seeking ways and means of expanding and strengthening the relationships of political science to elementary and secondary school curricula and teaching. The Committee is comprised of Richard Snyder (Chairman), Ohio State University; Paul Abramson, Michigan State University; David Easton, University of Chicago; Fred Greenstein, Wesleyan University; Robert Lane, Yale University; Howard Mehlinger, Indiana University; and Jewel Prestage, Southern University.

The purposes of the Political Science Education Project are to disseminate information about political science and civic education materials and to conduct a series of workshops for

the purpose of analyzing and discussing the nature of these materials. In addition, the APSA-Indiana project is to serve as a coordinating and liaison agency for the entire group of projects. Lee Anderson was granted leave from the Department of Political Science at Northwestern University to direct the APSA-Indiana project during the academic year 1970-71. Richard Remy was also granted leave from Northwestern to assist Anderson.

The University of Colorado and the APSA engaged Mary Jane Turner to undertake an exhaustive survey of innovative secondary social studies curriculum materials, with the purpose of selecting those which contain political science subject matter that might be of interest to teachers of civics, government, problems of democracy, and history. Forty-nine sets of curriculum materials were selected, primarily but not exclusively from those produced in recent years by curriculum materials development projects funded by the U.S. Office of Education and the National Science Foundation. The staff and facilities of the APSA project, the University of Colorado Political Science Department, the Center for Education in the Social Sciences at the University of Colorado, the Social Science Education Consortium, and the ERIC Clearinghouse for Social Studies/Social Science Education were made available to Mrs. Turner for the purpose of locating and selecting materials, devising an analytical framework, and providing consultation at all stages of the project.

This study has already been used extensively, in manuscript form, by the APSA and the University of Colorado projects. It is now being published in the hope that it will be useful to other political science teacher education projects and to teachers of courses taught at the junior and senior high school levels.

John J. Patrick of Indiana University agreed to write an introductory paper to put the study in historical perspective. Charles R. Foster of the U.S. Office of Education and W. Williams Stevens, Jr., of the Social Science Education Consortium gave timely advice and assistance at various stages of the work. Karen Wiley and Gabrielle Cooke rendered valuable and meticulous editorial assistance. The cover was designed by John Harris.

We think this book represents a unique approach to analysis of curriculum materials—an approach that might well serve as a model for analysis from the standpoint of other subject areas such as economics, sociology, and anthropology.

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THE RECONSTRUCTION OF CIVIC EDUCATION IN AMERICAN SCHOOLS

John J. Patrick
Indiana University

Lofty goals and deficient practices have distinguished civic education in American schools. Educators have viewed civics programs as the keystone of social studies curricula geared to develop good citizenship in a democratic mold. Yet civic education in American schools has been criticized severely in recent years as inadequate in content, techniques of instruction, and outcomes of instruction.

A number of social studies projects were initiated during the 1960s to chart new directions for civic education. Many others, while they did not focus specifically on civic education, concerned themselves with subjects and analyses that are of substantial interest to teachers and students of civic education, government, problems of democracy, and related topics. Materials from these projects, which are reviewed in Mary Jane Turner's study, represent various efforts to remedy gross defects in instruction about institutions of government and political affairs.

Inadequacies in Civic Education

Civic education in American schools has lacked a clear focus and a tightly-knit conceptual framework. Disparate topics such as consumer economics, life adjustment, occupations, health, personal grooming, and descriptions of governmental agencies are thrown together to form the content of instruction. Bland description, superficial moralizing, and distortions of reality blight standard instructional materials.

Recent studies of widely-used instructional materials reveal an enormous gap between the content of civics instruction and knowledge about politics produced by social scientists during the past two decades. Though an explosive development of knowledge and techniques of inquiry has marked the work of social scientists interested in political phenomena, most students are still taught about government as their parents were taught.

Most civics courses are still devoid of the perspectives of modern political science. They tend to stress legalistic descriptions of governmental institutions and ethical prescriptions about political behavior. Political processes are described as some people would wish them to be rather than as they are, thereby confusing fact with value judgments. The socio-cultural foundations of political behavior and the extra-legal factors that influence public policy decisions and the functioning of government are ignored. Conflicts about values and processes of conflict resolution—the controversy, competition, and compromise at the heart of politics and government—are omitted or treated superficially. Many key concepts used by political scientists to order their inquiries are *not* employed in civics instruction. Thus, students are denied the insights to be gained from using ideas such as role, status, socialization, culture, decision-making, and social class to organize and interpret information about politics.

There is little effort in civic education to develop skills of inquiry. Students are urged to be critical thinkers and probing inquirers, but the standard textbooks provide meager instruction about how to think critically and to establish warrants for propositions about political behavior. Widely-used textbooks, while exhorting students to make rational political decisions, seem to foster a mind-deadening, "read-regurgitate" pedagogical style. End-of-chapter questions and suggested activities that appear in the standard textbooks emphasize rote learning of discrete facts about governmental institutions. In addition, some textbooks urge students to engage in sublime normative discussion while neglecting to prepare them to cope successfully with the rigors of careful value analysis.

Formal instruction in civics and government has had little lasting impact upon learners. Civic educators aim at teaching

democratic political beliefs and knowledge of governmental structures and political affairs, but numerous studies demonstrate the impotence of formal civics instruction in imparting knowledge or influencing beliefs. For example, a recent study by Kenneth Langton and M. Kent Jennings, of a national probability sample of twelfth graders, found only miniscule changes in political attitudes and sophistication as a result of formal civics instruction. (Langton and Jennings 1968) The National Assessment in Citizenship Education, conducted by the Education Commission of the States, is the most recent of several nation-wide surveys that document the ignorance of Americans about the structure and functions of government and the strategies of effective political activity. (National Assessment 1970)

The picture of political life conveyed through standard instructional materials is like a poorly-constructed map. Like a poor map, which may lead a traveler astray, the picture of political life projected via widely-used texts may mislead students who use it as a guide to the real political world.

The pedagogical style that has dominated instruction about politics stresses inculcation of the "right" facts and the "proper" values. Instead of presenting detailed discussions of controversial subjects, enriched with various conflicting viewpoints, textbooks tend to tell students what to believe and how to behave. Emphasis upon recitation and memorization makes too many lessons in civics appear to be mind-drugging catechisms rather than stimulating exercises in the pursuit of knowledge and wisdom.

A New Thrust in Civic Education

In response to scathing criticisms, many curriculum development projects were established in the 1960s to create exemplary instructional materials. The United States Office of Education and the National Science Foundation were the primary funders of these curriculum reform activities. Many of these projects developed various approaches that can be classified in different ways to highlight particular distinctive characteristics of American life and politics. In the introduction to her study, Mary Jane Turner specifies four types of new curricula concerned in some manner with teaching about

political science, law, or government. Undergirding the various new thrusts in curriculum development are several common ideas about organization and selection of content and about pedagogy.

One important similarity among the curriculum projects is the attempt to select and organize content in terms of fundamental concepts, propositions, and questions that structure the inquiries of scholars in the social sciences and humanities. The curriculum reformers claim to employ tightly-knit conceptual frameworks to facilitate student comprehension of relationships between information and ideas. They aim at presenting as provokers of curiosity, challengers of thought, and aids to systematic inquiry the pressing questions and notable ideas that have been generated through scholarly efforts to study mankind.

A second important similarity among the curriculum projects is an attempt to make instruction more realistic, interesting, and relevant by including controversial subjects and by attempting to relate subject matter to the experiences and concerns of students. Controversial subjects, such as the political aspects of race relations, the relationship of social class to political behavior, and the conflict associated with social change, are included in the new courses of study. Burning issues related to civil liberties, social welfare, the use of drugs, conservation of resources, and pollution are highlighted. However, the curriculum reformers tend to present controversial topics as subjects for careful analysis, not as exercises in iconoclasm.

A third similarity undergirding the curriculum projects is the objective of increasing student capability to organize and interpret information. The new instructional materials require students to classify information in terms of standard categories, to process data, to construct and interpret graphs, charts, and tables, and to interpret documents. The curriculum reformers appear to believe that increasing a student's ability to organize information is a key to increasing his ability to perceive his environment more meaningfully.

A fourth commonality of the curriculum projects is the attempt to teach students to make warranted factual and value judgments. A distinction of the well-educated person is ability

to determine the grounds for confirmation or rejection of a proposition. In line with this dictum, the curriculum reformers have tried to design lessons aimed at teaching students the skills of using evidence to substantiate hypotheses, of distinguishing factual judgments from value judgments, and of considering conflicting value claims in a rational manner.

A fifth similarity shared by the new curriculum projects is the objective of designing instruction that encourages students to be active seekers of knowledge rather than passive receivers of information. The curriculum reformers claim to have designed lessons that require students to apply information and ideas rather than merely to recite answers.

Finally, the curriculum projects are purportedly designed to influence students to value careful appraisals of ideas, to respect constructive skepticism, and to endorse scientific approaches to the validation of factual claims and rational analysis of value claims. The curriculum reformers aim at arming students with protection against the assaults of subtle inculcators and blatant propagandists.

Appraising New Programs in Civic Education

Educators must be cautious consumers of new instructional packages if they are to avoid disappointment or even disaster. The products of the various curriculum projects reviewed by Mary Jane Turner vary in quality and instructional objectives. Even the best of the new programs is not appropriate for every school or for every group of students at a particular grade level. Before adopting one of these programs, the enlightened consumer of new instructional materials must consider carefully several questions.

The enlightened consumer will consider questions about the objectives of new instructional programs. What are the objectives of instruction? Are these objectives clearly stated? Do the objectives of the new programs match the needs of the particular teachers and students who will use them?

Assuming that the objectives of a new program satisfy the needs of the consumer, he should next consider questions about the quality of the product. Is the content of the program valid? Does the program represent sound scholarship? Can students who use the program achieve the instructional objectives?

Finally, the enlightened consumer of new instructional materials must consider questions about teacher preparation and pedagogy. Do teachers need to be re-educated before they can use the new materials successfully? Does the program require teachers to spend large amounts of time preparing lessons? Does the program specify clearly how to assess the progress of students? Are the pedagogical techniques of the program grounded in knowledge about how children learn? Does the program embody a clearly-articulated theory of instruction?

Efforts to answer basic questions about the worth of new curricula should be empirically grounded rather than based upon exhortations of authorities, pious wishes, or popular beliefs. New programs of instruction should be appraised in terms of evidence about the success or failure of students to achieve clearly-stated objectives. If civics instruction is to become more fruitful, there must be an end to curriculum reform based on glorious statements of vague objectives, sloppy guesswork about what and how to teach, and hortatory claims about the value of instructional practices.

Scientific research can assist educators in deciding what objectives are possible to attain under particular conditions. Following the precise statement of instructional objectives, scientific research can assist educators in judging the fruitfulness of programs created in terms of these objectives. But educators must be careful to distinguish the selection of objectives, which is essentially a value problem, from the assessment of student performance in terms of the objectives, which is an empirical problem. The selection of objectives, even when considered in terms of what is and what might be, ultimately depends on the preference of the selectors.

Mary Jane Turner's study can help the selectors of new programs to make judgments about the fit between their educational needs and several instructional packages created to improve education in political science, government, and law. The Turner study clearly describes the products of many curriculum projects with respect to content selection, content organization, instructional techniques, and grade levels at which the materials might be used. Although many important questions about the viability of certain innovations in content

organization and pedagogy remain unanswered, the Turner study suggests that a fruitful beginning has been made in establishing a brighter future for civic education in American schools.

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OVERVIEW OF THE ANALYSES OF MATERIALS

During the 1960s, designers of the "new social studies" curricula created a vast array of instructional materials. While the personnel of each project approached their task with different goals and educational philosophies, a basic concern for quality education guided them all.

A necessary complement to the development of these materials is the dissemination of appropriate information about their availability, content, and utility to those groups interested in such data—in this case, educators in school districts throughout the nation and professional political scientists. This study is addressed to that task.

Data Supplied by the Study

Beginning on page 63 are individual analyses of 49 packages of materials produced by 42 social science curriculum projects. The analyses are arranged in alphabetical order according to the project identification, which, in most cases, is the name of the institution which sponsored the project. Each analysis includes both a narrative description (data sheet) and an *Information Checklist*.

The narrative description includes the name of the curriculum developed by the project and, in many cases, specific titles within the curriculum; the director of the project; the project's address; the publisher's name and address as well as the publication date(s) and cost of materials; information about the grade level(s) and kinds of existing course structures into

which the materials might fit; and the social science discipline(s) which provides the dominant or organizing thread for the materials. This is followed by a brief statement of the rationale behind the development of the materials by the project and the objectives the project hopes the materials will accomplish. In addition, any peculiar characteristics which might make the materials more or less useful in various educational settings are noted.

Following the narrative analysis of each curriculum is the *Checklist*, which includes the categories "Descriptive Characteristics," "Substantive Characteristics," and "Strategies Employed and Evaluation Information." The *Checklists* include much of the information found in the narrative analyses and are intended to present that information in a format designed to facilitate comparisons and retrieval.

"Descriptive Characteristics" reiterates much of the "mechanical" information—about format, publisher, subject area, and so forth—found in the first part of the analytical narrative.

Under "Substantive Characteristics" are listed a number of concepts which many political scientists feel must be grasped in order to understand the political process. The weight given each of these by the materials being analyzed is noted on a scale of one to five which is described in the key at the bottom of each *Checklist*. A list of issues is also included in "Substantive Characteristics." This list is not intended to be exhaustive or final, but to suggest a number of problems which must eventually be solved in the political arena.

The last section of the *Checklist*, "Strategies Employed and Evaluation Information," lists the kinds of strategies, techniques, and resources advocated by the project and gives brief reviews of the available data on evaluative processes and outcomes.

In addition to the narrative analyses and *Checklists* for individual projects, three *Comparative Summary Charts* (found on pages 41 through 62) have been compiled. These charts are designed to facilitate comparison of the projects on each item listed in the *Checklists*. Chart I, "Descriptive Characteristics," lists all the items found under that same heading in the *Checklists*; Chart II lists the "Substantive Characteristics"; and Chart III, the "Strategies Employed and Evaluation

Information." Across the top of each chart are abbreviations indicating each of the 49 curricula analyzed. The full names and titles which these abbreviations represent may be found in the lists entitled "Project Identification" and "Curriculum Identification" on pages 28 through 35. The numbers above each column of the charts are keyed to the numbers in the left-hand column of the project and curriculum identification lists. You will note that the numerical order is the same as the alphabetical order according to project names. The "Key to Publishers" on page 39 gives the abbreviations used to indicate publishers for the various projects. Abbreviations indicating subject matter areas are defined at the appropriate points on the charts themselves.

In addition to the listings according to project and curriculum, there is an alphabetical listing according to the directors of projects. This cross-referencing of curriculum name, project name, and directors should help readers to identify specific projects for which they have only partial information.

It is hoped that these kinds of data organized within a single publication will provide a tool which will help school program designers and classroom teachers quickly identify those packages which might meet their own needs. Implicit in any consideration of what is available is also an awareness of what is *not* available—the gaps in the field. Hopefully, information about the existence of such gaps will inspire efforts to fill them. The next part of this overview is an attempt to survey in overall fashion what is available and the need for further development of materials with political science content for use in the K-12 curriculum.

Curriculum Projects and Political Science

Out of the totality of social science curriculum packages which were developed during the 1960s, we have identified 49, generated by 42 projects, which include some inputs from the domain of political science. Needless to say, the materials vary in scope and level of generality. Some of the projects have produced only a few units, while others have very extensive sets, up to a complete K-12 social studies curriculum. Some of the projects have dealt primarily with individual disciplines in the social studies; others have drawn upon many or all of the

social sciences. Some of the materials were primarily designed for sequential and cumulative use, while others were developed to "plug into" traditional courses to supplement and enrich them. Some resources were developed for abler students; others specifically for average or, especially during the last two or three years, for disadvantaged youth.

In the following sections of this chapter, the 49 materials packages are classified and listed in four categories, according to their focus or emphasis on (1) interdisciplinary use of the social sciences, (2) a particular social science discipline other than political science, (3) a particular geographic area, or (4) political science. In addition, the 49 packages are categorized according to their appropriateness for particular grade levels. Finally, there is an analysis and evaluation of the various kinds of political science content found in the materials.

In order to facilitate cross-checking, the numbers identifying the projects in the following sections of the Overview are the same as those used in Charts I, II, and III and in the identification lists immediately following the Overview.

Interdisciplinary Materials

The full list of 14 project materials packages which are organized using concepts from more than one discipline are:

15. Center for Study of Instruction: The Social Sciences: Concepts and Values. Grades K-9. Organizer: social science concepts and values.
18. Education Development Center: Social Studies Curriculum Program (*Black in White America: The Struggle for Identity and Power*). Grades 9-12 (eight weeks). Organizer: consideration of real and perceived problems of black-white relations.
21. Educational Research Council of America: Social Science Program. Grades K-9. Organizer: sequential and cumulative development of basic social science concepts.
25. Harvard University: Social Studies Project. Grades 9-12. Organizer: public issues.
26. Illinois, University of: Social Science Curriculum Study Center. Grades 8-12 (9-12). Organizer: basic, universal concepts and generalizations.

29. Janesville Social Studies Project: *Man Through Time To Space*. Grades 10-12. Organizer: basic concepts and understanding of the structure of social science disciplines.
31. Kent State University: Focus on Inner City Social Studies. Grades K-12. Organizer: change and how to implement it. Much of the material is designed to be useful as "plug-in" units.
33. Milwaukee Public Schools: *An Introduction to the Social Sciences and Humanities*. Grade 7. Organizer: the matrix of individual and social values.
34. Minneapolis Public Schools: Task Force on Minority Cultures. Grades 4, 5, 7, 9, 12. Organizer: unity and commonality of human values. Micro-units developed for purpose of enrichment of existing social studies curriculum.
35. Minnesota, University of: Project Social Studies. Grades K-12. Organizer: sequential development of content, generalizations, skills, and attitudes, with culture as unifying theme.
36. New York Regional Laboratory: Center for Urban Education. Grades 3-8. Organizer: the strengthening and improvement of inner-city environment and education.
37. New York, State University of, at Buffalo: The Use of Electronic Computers to Improve Individualization of Instruction through Unit Teaching. Grades K-12. Organizer: data bank of computerized social studies units. Units developed thus far are useful for enrichment.
42. San Francisco State College: Taba Curriculum Development Project. Grades 1-8. Organizer: sequential development of social studies knowledge, cognitive skills, academic and social skills, and attitudes and values.
47. Utah State University Social Studies Project: A Curriculum Focused on Thinking Reflectively About Public Issues. Grades 9-12. Organizer: concepts and understanding of societal conflict.

The materials in this group are highly varied, but have the common characteristic that content from a number of the

social sciences is used, without particular emphasis on any one. In general, they accept the notion that common concepts, methodological techniques, and levels of analysis from all the social sciences can be usefully acquired by students.

Within the group, there are two divergent approaches. In the first, there is emphasis on the concepts and methods of the social sciences; in the second, the focus is on social and political controversies and the values which underlie them, with the social sciences as such playing a minor role.

One statement giving a rationale for the first approach has been made by Professor James R. Scarritt of the University of Colorado Political Science faculty.

I believe there is an underlying unity in human social behavior; therefore, I would advocate a unified social science approach to teaching at the pre-college level. I view the political system as the analytical subsystem of society which is crucial for the selection and attainment of societal goals, and the study of it would thus deserve an important place in the integrated social science curriculum. Political science concepts and theories would play an important part in the exploration of how the policy relates to the other subsystems—economic, cultural, societal, etc.—as well as in the explanations of the internal workings of the political system itself; but always with an emphasis on their relationships to concepts and theories from the other social science disciplines. (Interview, 28 September 1970)

The designers of the materials from the University of Minnesota also support the first view, stating that

the joint concern of the social science disciplines about social data, their common methods of inquiry and the ways in which their different approaches to the study of phenomena and their different methods of explanation complement each other in any attempt to study broad societal problems, or trends, provide some grounds for grouping the social sciences within one broad field of study . . . (University of Minnesota Project Social Studies, n.d., p. 1)

Some of the project materials that most clearly reflect this view are those of the Center for Study of Instruction (see 15 above); Education Development Center (18); Educational Research Council of America (21); University of Illinois (26); Janesville Social Studies Project (29); Minneapolis Public Schools (34); University of Minnesota (35); and San Francisco State College (42).

A rationale for the second approach, giving much less emphasis to the social sciences as such, has been made by Professor Richard B. Wilson, also of the University of Colorado Political Science faculty.

In spite of the Behavioral Revolution, there remain a substantial number of political scientists who doubt the existence of an underlying unity in human social behavior. At least, many of them doubt that the behavioral uniformity which has thus far been identified can capture the essence of political life or provide a grand design for comprehending and shaping the polity. Political scientists of this persuasion are more inclined to hold with the view of Donald W. Oliver and James P. Shaver [stated below] that central to the political process is a set of values designed to maximize individual choice and to facilitate personal fulfillment. Because a polity appears to these people as necessarily assuming the form of a social service and regulatory state, they would emphasize the central and instrumental role of legal government in realizing these values. Such persons would not reject or omit the empirical results of behavioral research, but they would insist on arranging the output around the central value issues of the time rather than viewing this output as a self-sufficient architectonic structure for explaining the social universe. (Interview, 29 September 1970)

Following a similar line of reasoning, Donald W. Oliver and James P. Shaver postulate in their analysis of what makes appropriate content that, although pluralism is encouraged in our society as a concomitant to personal freedom and human dignity, it is a source of constant tensions, conflict, and controversy.

To debate these public issues requires common standards, common principles of ethical and political conduct, and a common vocabulary of norms. Western civilization in general and America in particular have developed such standards, which can provide a basic vocabulary for the debate of public issues . . .

In the light of these considerations about pluralism and the common standards of American society, we have suggested two important and legitimate areas of content for general education in the social studies. (1) Students should be exposed to public problems within our society—situations over which the individual as well as various groups are in conflict, and (2) students should be taught to analyze societal problems within the framework of Western political and social values. (Oliver and Shaver, n.d., p. 1)

Project materials which most clearly reflect this view are those of Harvard University (25) and Utah State University (47).

*Project Materials Using a Discipline (except Political Science)
as Organizer of Social Science Concepts*

Twenty materials packages of this type have been identified:

23. Georgia, University of: Anthropology Curriculum Project. Grades K-12. Organizer: anthropology.
16. Colorado, University of: *Our Working World*. Grades 1-6. Organizer: economics.
30. Joint Council on Economic Education: Developmental Economic Education Program. Grades K-12. Organizer: economics. The materials are primarily units emanating from cooperating school districts. They can be used supplementally.
40. Ohio University Economics Curricular Materials for Secondary Schools: Economics Curricular Materials. Grades 9-12 (one semester). Organizer: economics.
43. San Jose State College: *ECON 12*. Grades 10-12 (one semester). Organizer: economics.
4. Association of American Geographers: High School Geography Project. Grades 9-12 (one year). Organizer: geography.
41. Providence, Rhode Island, Social Studies Curriculum Project: Social Studies Curriculum. Grades K-12. Organizer: geography and history.
2. Amherst College: Basic Concepts in History and the Social Sciences. Grades 10-12 (one year). Organizer: history.
3. Amherst Project: Committee on the Study of History. Grades 9-12. Organizer: history.
7. Carnegie-Mellon University: Educational Systems Research Project. Grades 9-12. Organizer: history. Supplemental and enrichment units.
9. Carnegie-Mellon University: Slow Learner Project. Grade 8. Organizer: history.
11. Carnegie-Mellon University: Social Studies Curriculum Project (*Humanities in Three Cities*). Grade 12 (one semester). Organizer: history.
12. Carnegie-Mellon University: Social Studies Curriculum Project (*A New History of the United States*). Grade 11. Organizer: history.
13. Carnegie-Mellon University: Social Studies Curriculum

- Project (*The Shaping of Western Society*). Grade 10 (one semester). Organizer: history.
14. Carnegie-Mellon University: Social Studies Curriculum Project (*Tradition and Change in Four Societies*). Grade 10 (one semester). Organizer: history.
 19. Education Development Center: Social Studies Curriculum Program (*Conflict and Change*). Grades 7-9. Organizer: history.
 20. Education Development Center: Social Studies Curriculum Program (*From Subject to Citizen*). Grades 8-10. Organizer: history.
 39. Northwestern University World History Project: *A Global History of Man*. Grades 10-12 (one year). Organizer: history.
 28. Individualized Learning, Inc.: *Port Royal Experiment*. Grades 8-12 (units). Organizer: history and political science.
 1. American Sociological Association: Sociological Resources for the Social Studies. Grades 9-12. Organizer: sociology. Self-contained episodes or units intended for enrichment.

The projects listed above organize their materials by utilizing the generalizations and methodologies of one discipline to give direction to the explanation and use of concepts from a number of other disciplines. Anthropology, economics, geography, history, and sociology have been used this way. Material from the Association of American Geographers' High School Geography Project (4), for instance, is premised on the notion that geography offers a unique way to help students understand the spatial dimension of political activity. The Georgia Anthropology Curriculum Project (23), which develops cross-cultural perspectives on human behavior, examines law, social content, values, socialization, private rights, and many other political concepts from an anthropological point of view.

The curricula from both the American Sociological Association (1) and San Jose State College's *ECON 12* (43), were selected to teach a group of concept: generalizations, models, procedures, and methods of analysis which, the projects predict, should be useful in all decision-making activity.

When history is used to structure the development of a course, the emphasis is often on presenting a study of past civilizations. Separate units or chapters are generally devoted to an explicit examination of the political aspects of those civilizations. Examples are the Amherst Project (3); some of Carnegie-Mellon's curriculum (9, 11-14); Northwestern University (39); and the Providence materials, grades eight through eleven (41).

Area Studies

Still another way of organizing course content is to concentrate on a specific geographical or culture area.

5. California, University of, at Berkeley: Asian Studies Inquiry Program. Grades 9-12 (one semester). Organizer: history. Although the materials are designed to be used together as an area study, individual pamphlets could supplement an existing course.
8. Carnegie-Mellon University: Project Africa. Grades 7-9 (one semester). Organizer: social science.
44. Texas, University of, at Austin: Development of Guidelines and Resource Materials on Latin America. Grades 1-12. Organizer: culture. Materials designed for use as enrichment units.
49. World Studies Inquiry Series: Grades 7-12 (one year). Organizer: social science concepts; Asia, Africa, and Latin America.

The materials examined which use this organizational principle generally cut across disciplines, although at least one, from the University of California at Berkeley (5), relies heavily on an historical approach.

Project Materials with Primarily Political Science Content

Eleven materials packages in which political science provides much of the content are listed below.

6. California, University of, at Los Angeles: Committee on Civic Education. Grades 4-12. Organizer: American political behavior and constitutional law.
10. Carnegie-Mellon University: Social Studies Curriculum Project (*Comparative Political Systems*). Grades 9-12

- (one semester). Organizer: comparative government.
17. Constitutional Rights Foundation: Bill of Rights. Grades 6-12. Organizer: constitutional law. The material is designed primarily to supplement traditional course offerings.
 22. Foreign Policy Association: International Studies in Elementary and Secondary Schools. Grades 9-12. Organizer: international relations. The development of curricular material has only been an incidental consideration in the program.
 24. Hartford Public Schools: Hartford Programmed Materials. Grades K-12. Organizer: American political behavior. Units are generally compensatory and designed to cope with inner-city stress and tensions.
 27. Indiana University: High School Curriculum Center in Government. Grades 9-12 (one year). Organizer: American political behavior.
 32. Law in American Society: Justice in Urban America. Grades 5, 7-9, 11-12. Organizer: public law. Material for a one-semester course and a variety of *ad hoc* supplementary units have been developed.
 38. North Central Association: Foreign Relations Project. Grades 9-12. Organizer: international relations. This project is closed and the supplementary material which it produced is dated.
 45. Tufts University: Lincoln-Filene Center Elementary Social Studies Program. Grades 1-6. Organizer: inter-group relations.
 46. Tufts University: Lincoln-Filene Center Secondary Social Studies Program. Grades 9-12. Organizer: governing process model.
 48. World Law Fund. Grades 11-12. Organizer: international relations (peace through world order).

The materials in this broad grouping treat content according to a variety of perspectives corresponding more or less to the traditional areas of political science. American political behavior, for instance, is the primary concern of both Hartford Public Schools (24) and Indiana University (27). Tufts University (45-46) has an interesting governing process model which is used to deal with both domestic and international

questions. The University of California at Los Angeles (6), the Constitutional Rights Foundation (17), and Law In American Society (32) all focus on law, the theory of law, and the techniques by which it can be changed. The thrust of the Foreign Policy Association (22), the North Central Association (38), and the World Law Fund (48) curricula is toward a better understanding of the international environment of conflict.

Classification by Grade Levels

Another way of categorizing the curriculum materials is by the grade levels for which they were designed. Of the 42 projects which produced the 49 curricula examined, only eight have prepared or are preparing a K-12 or 1-12 curriculum. These are:

- 23. University of Georgia
- 24. Hartford Public Schools
- 30. Joint Council for Economic Education
- 31. Kent State University
- 35. University of Minnesota
- 37. State University of New York at Buffalo
- 41. Providence, Rhode Island, Social Studies Curriculum Project
- 44. University of Texas at Austin

Those projects which have developed elementary material are:

- 6. University of California at Los Angeles (4-6; also secondary)
- 15. Center for Study of Instruction (K-6; also secondary)
- 16. University of Colorado (1-6)
- 17. Constitutional Rights Foundation (6; also secondary)
- 21. Educational Research Council of America (K-6; also secondary)
- 32. Law in American Society (5; also secondary)
- 34. Minneapolis Public Schools (4-5; also secondary)
- 36. New York Regional Laboratory (3-6; also secondary)
- 42. San Francisco State College (1-6; also secondary)
- 45. Tufts University (1-6; also secondary)

Secondary Curriculum materials are available from:

1. American Sociological Association (9-12)
2. Amherst College (10-12)
3. Amherst Project (9-12)
4. Association of American Geographers (9-12)
5. University of California at Berkeley (9-12)
6. University of California at Los Angeles (7-12; also elementary)
7. Carnegie-Mellon University, Education Systems Research Project (9-12)
8. Carnegie-Mellon University, Project Africa (7-10, 12)
9. Carnegie-Mellon University, Slow Learner Project (8-9)
- 10-14. Carnegie-Mellon University, Social Studies Curriculum Project (9-12)
15. Center for Study of Instruction (7-9; also elementary)
17. Constitutional Rights Foundation (7-12; also elementary)
- 18-20. Education Development Center (7-12)
21. Educational Research Council of America (7-9; also elementary)
22. Foreign Policy Association (9-12)
25. Harvard University (9-12)
26. University of Illinois (8-12)
27. Indiana University (9-12)
28. Individualized Learning, Inc. (8-12)
29. Janesville Social Studies Project (10-12)
32. Law in American Society (7-9; 11-12; also elementary)
33. Milwaukee Public Schools (7)
34. Minneapolis Public Schools (7, 9, 12; also elementary)
36. New York Regional Laboratory (7-8; also elementary)
38. North Central Association (9-12)
39. Northwestern University (10-12)
40. Ohio University (9-12)
42. San Francisco State College (7-8; also elementary)
43. San Jose State College (10-13)
46. Tufts University (9-12; also elementary)
47. University of Utah (9-12)

48. World Law Fund (7-12)

49. World Studies Inquiry Series (7-12)

Analysis and Evaluation of Political Science Content According to Cognitive and Affective Goals

One widely accepted definition of political science is that it is the systematic study of social processes through which valued resources are authoritatively allocated. From such a systematic study of these social processes students should gain the capacity to use concepts, the ability to make valid generalizations, and the skills to diagnose significant political problems. Each of these attributes is necessary to select appropriate and equitable solutions from available alternatives.

The Political Science Advisory Panel to the California Statewide Social Science Committee has suggested certain cognitive and affective goals which are important for students to achieve by the end of the K-12 social studies sequence. They are

1. *Awareness of*
 - a. Complexity of public issues
 - b. Tentativeness of policy decisions (no final solutions)
 - c. The shifting dividing line between public and private acts
 - d. The rules of the (political) game(s)
 - e. The continuing tension between the *status quo and change, conformity and deviation, habit and innovation.*
2. *Knowledge of*
 - a. Manifold sources and forms of conflict
 - b. Basic processes of conflict resolution (or nonresolution) and consensus formation
 - c. Significant properties of political systems and nature of systematic comparison
 - d. Qualities of political community and government which do and do not inspire a sense of 'legitimacy'.
3. *Appreciation for*
 - a. Wide variations in political forms
 - b. Nature and mechanisms of membership in a polity
 - c. Necessity and kinds of law, limitations on law
 - d. Tolerance of ambiguity
 - e. Need to 'lose' politically on occasion
 - f. A non-United States perspective on one's own institutions
 - g. The importance of freedom of choice within certain constraints. (California State Department of Education 1967, pp. 4-12)

The California Committee's list of desirable attributes supplies a useful checklist. To what extent can we assume that these characteristics will be fostered by the materials which have been developed by the listed curriculum projects? What would a student know about the politics of man after a total immersion in all of these curriculum materials?

The objectives of the projects which emphasize analysis and resolution of value conflict as organizing themes [Harvard University (25) and Utah State University (47)] would seem to improve awareness of the complexity of public issues and knowledge of the manifold sources and forms of conflict—1a and 2a, respectively, on the California list. The awareness and knowledge hoped for might never be realized, however, in certain kinds of communities. For those areas where there is general antipathy to certain value positions, great care would have to be taken in the selection of content so that it could both satisfy the general objectives of the approach and avoid excessive community conflicts.

Awareness of the tentativeness of policy decisions (1b); knowledge of basic processes of conflict resolution (2b); appreciation for the necessity and kinds of law, and limitations on law (3c); and the importance of freedom of choice within certain constraints (3g) are all well explained and developed by a number of projects. The Kent State University materials (31) deal explicitly with change and how to implement it. The Law in American Society (32), University of California at Los Angeles (6), and Educational Research Council of America (21) projects deal with the uses of law as well as the appropriate mechanisms by which it can be changed. The Constitutional Rights Foundation materials (17) focus on both the rights and responsibilities inherent in American citizenship. In all of these materials, students are guided to discover the ways in which basic rights can be altered or expanded over time. The audiences to which much of this material is directed are primarily inner-city and disadvantaged youth. It would be useful to have similar materials which would satisfy the needs of average and able students in a wide variety of environments.

Awareness of the shifting lines of division between public and private acts (1c), knowledge of the significant properties

of political systems and nature of systematic comparison (2c), and a knowledge of the qualities of political community and government which do and do not inspire a sense of legitimacy (2d) are generally examined in several of the packages. San Jose State's *ECON 12* (43), Carnegie-Mellon's *Comparative Political Systems* (10) and portions of the University of Illinois (26) and University of Minnesota (34) materials deal with these concepts at length. With the exception of the University of Minnesota, which does have some remedial units, these materials are primarily designed for average and able students. Inner-city youth would benefit if materials developing these themes were designed for them.

The Indiana University materials (27) and those of Tufts University (45-46) have both generated curricula which should lead to an awareness of the rules of the political game (1d), appreciation for the nature and mechanisms of membership in a polity (3b), tolerance of ambiguity (3d), and the need to "lose" politically on occasion (3e). The Indiana one-year course was designed for able students, while the Tufts project offers a wide range of materials primarily useful for the non-college-bound student.

The Georgia University Anthropology Project (23), Amherst College (2), Amherst Project (3), Carnegie-Mellon University (9-14), the Association of American Geographers (4), and the American Sociological Association (1) materials all offer some interesting perspectives with which to develop an awareness of the continuing tension between the *status quo* and change, conformity and deviation, and habit and innovation (1e). The materials from each of these projects are intended primarily for average and able students.

Appreciation for wide variations in political forms (3a) and a non-United States perspective on one's own institutions (3f) are particularly important in units from University of California at Berkeley (5), Carnegie-Mellon University (8, 10-11, 13-14), University of Illinois (26), University of Minnesota (35), the University of Texas (44), World Law Fund (48), and the World Studies Inquiry Series (49). Again, with the exception of the World Studies Inquiry Series, which is a "slow learner" package, and portions from the University of Minnesota, which has material appropriate for three reading

levels, the curricula from these projects are geared to the capabilities of average students.

Analysis and Evaluation of Political Science Content According to "Traditional" Fields of the Discipline

To take yet another route in exploring the extent to which materials related to political science have been developed, one can look at some of the "traditional" fields of political science—American political behavior, constitutional law, political theory, comparative government, and international relations.

The category "American political behavior" is broader than the more usual "American government." It focuses not only on formal governmental institutions but also on all political processes and behaviors which are instrumental in determining and executing public policy. All of the curricula—except, of course, those concerned with other countries—have materials that can be included in this category since they describe and explain the American scene.

Constitutional law and related topics have received reasonably good coverage, although, as stated before, many of these packages are aimed at limited audiences. Materials dealing with constitutional issues can be found in the curricula of Individualized Learning, Inc. (28), University of California at Los Angeles (6), Constitutional Rights Foundation (17), Law in American Society (32), and Tufts University (46). A fruitful addition to this material would be a comprehensive survey of the social forces and judicial reasoning that have led to the basic changes in the document.

Only minimal treatment has been accorded to political theory or to the history of political thought, although Carnegie-Mellon University (11) and University of Minnesota (34) consider the nature of the good life and the good society. Janesville Social Studies Project (29), Northwestern University (39), and the University of California at Berkeley (5) all consider the impact of the prevailing culture on political patterns. Few of the projects deal with the ideological underpinnings of totalitarian systems.

Several of the projects have produced materials devoted to a comparative study of governments. The governments treated tend to be the obvious ones—Great Britain, the U.S.S.R.,

Japan, China, and India. Latin America and Africa probably do not have extensive enough coverage, although three projects—Carnegie-Mellon University's Project Africa (8), University of Texas (44), and World Studies Inquiry Series (49)—are devoted almost entirely to those areas, and other projects have units on them [Carnegie-Mellon University (10), Educational Research Council of America (21), Joint Council on Economic Education (30), Kent State University (31), University of Minnesota (34), North Central Association (38), Northwestern University (39), and Providence, Rhode Island (41)].

International relations as a field is given very limited attention. The World Law Fund (48) is a major project with materials of this orientation, and the Foreign Policy Association's project (22) is concerned with this area, although their curriculum output is small. Unfortunately, some excellent material from the North Central Association (38) is now very dated.

Although there seems to be a general philosophical acceptance of the validity of preparing materials which are designed to help minority cultures develop better self-concepts, cultural identity, and pride, there are very few curricula of this kind. The Hartford Public Schools (24) and Minneapolis Public Schools (34) have both prepared units for this purpose, as have Tufts University (46-47), the University of Georgia (23), and Texas University (44).

Summary Comments

It might be interesting to speculate briefly on the extent to which the "new social studies" materials are better than the curricula which have generally been presented in traditional social studies courses. The content itself, although certainly more extensive, may not be very different from older, more traditional content.

There is a major difference, however, in the techniques which are being employed to teach the content. The student of the new materials should get a more comprehensive grasp of the alternative uses to which content can and should be put. He may add to his cognitive repertoire an understanding of some structures or social science frameworks with which

he can organize and manipulate the data which confront him. He should gain an awareness of certain basic concepts and generalizations with which political phenomena can be made intelligible. Finally, he should develop the ability to use source material and to analyze, evaluate, and generate hypotheses.

Only longitudinal studies can show whether the materials thus far produced have succeeded in developing young people who will continue to be excited enough about political activity to use these cognitive skills and affective attitudes so that they can be effective participants in the political process if, upon reflection, they choose to participate.

After extensive study of the project materials, one feels encouraged enough to hope that the new directions will be continued so that the ragged edges and the incomplete areas can be filled in to make an optimal whole.

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- Minnesota, University of, Project Social Studies. "Factors Affecting the Curriculum Design of the Minnesota Project Social Studies Curriculum Center." Mimeographed. Minneapolis, Minn.: n.d. 7 pp.
- Oliver, Donald W., and James P. Shaver. "The Analysis of Public Controversy: A Study in Citizenship Education." Mimeographed. Cambridge, Mass.: Harvard University Social Studies Project, n.d. 25 pp.

OTHER GUIDES TO SOCIAL STUDIES CURRICULUM MATERIALS

For those who wish to consult general directories of all the social studies curriculum projects, we suggest three which are reasonably complete and up to date:

Knight, Merle M. *An Annotated List of the New Social Studies Projects*. Mimeographed. Boulder, Colo.: Social Science Education Consortium, Inc., 12 August 1970. 19 pp.

Lester, Sid. *A Directory of Research and Curriculum Development Projects in Social Studies Education*. Mimeographed. Corte Madera, Calif.: Marin Social Studies Project, 1969. 115 pp.

Wingert, Robert. *Directory of Social Studies Curriculum Projects*. Mimeographed. Harrisburg, Pa.: Bureau of General and Academic Education, Pennsylvania Department of Education, 1969. 98 pp.

An appraisal of the materials of 26 selected social studies curriculum projects can be found in:

Sanders, Norris M., and Marlin L. Tanck. "A Critical Appraisal of Twenty-Six National Social Studies Projects." *Social Education*. Vol. 34 (April 1970) pp. 383-449.

PROJECT IDENTIFICATION

(listed alphabetically by name of sponsoring institution)

<i>Project Number</i>	<i>Project Abbreviation</i>	<i>Project Name</i>	<i>Page</i>
1	ASA	American Sociological Association: Sociological Resources for the Social Studies (SRSS) [<i>Episodes in Social Inquiry</i> (Epis)]	64
2	AMH C	Amherst College: Basic Concepts in History and the Social Sciences (BasCon)	67
3	AMH P	Amherst Project: Committee on the Study of History (ComH)	70
4	AAG	Association of American Geographers: High School Geography Project (HSGP) [<i>Geography in an Urban Age</i> (GUA)]	73
5	CALIF	California, University of, at Berkeley: Asian Studies Inquiry Program (Asian)	76
6	UCLA	California, University of, at Los Angeles: Committee on Civic Education (ComEd)	79
7	CM	Carnegie-Mellon University: Education Systems Research Project (ESRP)	82
8	CM	Carnegie-Mellon University: Project Africa (Africa)	84
9	CM	Carnegie-Mellon University: Slow Learner Project (Slow)	87
10	CM	Carnegie-Mellon University: Social Studies Curriculum Project (SSCP) [<i>Comparative Political Systems</i> (CPS)]	90

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11	CM	Carnegie-Mellon University: Social Studies Curriculum Project (SSCP) [Humanities in Three Cities (HTC)]	93
12	CM	Carnegie-Mellon University: Social Studies Curriculum Project (SSCP) [A New History of the United States (NewH)]	95
13	CM	Carnegie-Mellon University: Social Studies Curriculum Project (SSCP) [The Shaping of Western Society (SWS)]	97
14	CM	Carnegie-Mellon University: Social Studies Curriculum Project (SSCP) [Tradition and Change in Four Societies (TCFS)]	99
15	CSI	Center for Study of Instruction: The Social Sciences: Concepts and Values (ConV)	101
16	CU	Colorado, University of: Our Working World (OWW)	103
17	CONST	Constitutional Rights Foundation: Bill of Rights (BofR)	106
18	EDC	Education Development Center: Social Studies Curriculum Program (SSCPg) [Black in White America: The Struggle for Identity and Power (BinW)]	109
19	EDC	Education Development Center: Social Studies Curriculum Program (SSCPg) [Conflict and Change (CandC)]	111
20	EDC	Education Development Center: Social Studies Curriculum Program (SSCPg) [From Subject to Citizen (StoC)]	113
21	ERCA	Educational Research Council of America: Social Science Program (SSPg) [Greater Cleveland Social Science Program (GClev)]	116
22	FPA	Foreign Policy Association: International Studies in Elementary and Secondary School (ISES)	119
23	GA	Georgia, University of: Anthropology Curriculum Project (ACP)	122
24	HART	Hartford Public Schools: Hartford Programmed Materials (HPM)	125
25	HARV	Harvard University: Social Studies Project (SSP) [Public Issues Series (PIS)]	128
26	ILL	Illinois, University of: Social Science Curriculum Study Center (SSCSC)	131

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27	IND	Indiana University: High School Curriculum Center in Government (HSGov) [<i>American Political Behavior</i> (APB)]	134
28	ILI	Individualized Learning, Inc.: <i>Port Royal Experiment</i> (PortR)	137
29	JANES	Janesville Social Studies Project: <i>Man Through Time to Space</i> (Man)	140
30	JCEE	Joint Council on Economic Education: Developmental Economic Education Program (DEEP)	143
31	KENT	Kent State University: Focus on Inner City Social Studies (FICSS)	146
32	LAW	Law in American Society: Justice in Urban America (Just)	149
33	MILW	Milwaukee Public Schools: <i>An Introduction to the Social Sciences and Humanities</i> (ISS&H)	152
34	MINN	Minneapolis Public Schools: Task Force on Minority Cultures (Task)	154
35	UM	Minnesota, University of: Project Social Studies (PSS)	156
36	NYRL	New York Regional Laboratory: Center for Urban Education (CUE)	159
37	SUNY	New York, State University of, at Buffalo: The Use of Electronic Computers to Improve Individualization of Instruction Through Unit Teaching (Comp)	162
38	NCA	North Central Association: Foreign Relations Project (FRP)	165
39	NORTH	Northwestern University World History Project: <i>A Global History of Man</i> (Glob)	168
40	OHIO	Ohio University Economics Curricular Materials for Secondary Schools: Economics Curricular Materials (ECM)	171
41	PROV	Providence, Rhode Island, Social Studies Curriculum Project: Social Studies Curriculum (SSC)	174
42	SF	San Francisco State College: Taba Curriculum Development Project (Taba)	177
43	SJ	San Jose State College: <i>ECON 12</i> (EC 12)	180
44	TEXAS	Texas, University of, at Austin: Development of Guidelines and	

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		Resource Materials on Latin America (LatAm)	183
45	TUFTS	Tufts University: Lincoln-Filene Center Elementary Social Studies Program (LF-El)	186
46	TUFTS	Tufts University: Lincoln-Filene Center Secondary Social Studies Program (LF-Sec)	188
47	UTAH	Utah State University: A Curriculum Focused on Thinking Reflectively About Public Issues (Issues)	191
48	WLF	World Law Fund	194
49	WSIS	World Studies Inquiry Series	197

CURRICULUM IDENTIFICATION

(listed alphabetically according to name of curriculum)

<i>Project Number</i>	<i>Curriculum Abbreviation</i>	<i>Curriculum Name</i>	<i>Page</i>
23	ACP	Anthropology Curriculum Project: University of Georgia (GA)	122
5	Asian	Asian Studies Inquiry Program: University of California at Berkeley (CALIF)	76
2	BasCon	Basic Concepts in History and the Social Sciences: Amherst College (AMH C)	67
17	BofR	Bill of Rights: Constitutional Rights Foundation (CONST)	106
36	CUE	Center for Urban Education: New York Regional Laboratory (NYRL)	159
6	ComEd	Committee on Civic Education: University of California at Los Angeles (UCLA)	79
3	ComH	Committee on the Study of History: Amherst Project (AMH P)	70
47	Issues	A Curriculum Focused on Thinking Reflectively About Public Issues: Utah State University (UTAH)	191
30	DEEP	Developmental Economic Education Program: Joint Council on Economic Education (JCEE)	143
44	LatAm	Development of Guidelines and Resource Materials on Latin America: University of Texas at Austin (TEXAS)	183
43	EC 12	ECON 12: San Jose State College (SJ)	180

40	ECM	Economics Curricular Materials: Ohio University Economics Curricular Materials for Secondary Schools (OHIO)	171
7	ESRP	Education Systems Research Project: Carnegie-Mellon University (CM)	82
31	FICSS	Focus on Inner-City Social Studies: Kent State University (KENT)	146
38	FRP	Foreign Relations Project: North Central Association (NCA)	165
39	Glob	<i>A Global History of Man</i> : Northwestern University World History Project (NORTH)	168
24	HPM	Hartford Programmed Materials: Hartford Public Schools (HART)	125
27	HSGov	High School Curriculum Center in Government: Indiana University (IND) [<i>American Political Behavior</i> (APB)]	134
4	HSGP	High School Geography Project: Association of American Geographers (AAG) [<i>Geography in an Urban Age</i> (GUA)]	73
22	ISES	International Studies in Elementary and Secondary Schools: Foreign Policy Association (FPA)	119
33	ISS&H	<i>An Introduction to the Social Sciences and Humanities</i> : Milwaukee Public Schools (MILW)	152
32	Just	Justice in Urban America: Law in American Society (LAW)	149
45	LF-El	Lincoln-Filene Center Elementary Social Studies Program: Tufts University (TUFTS)	186
46	LF-Sec	Lincoln-Filene Center Secondary Social Studies Program: Tufts University (TUFTS)	188
29	Man	<i>Man Through Time To Space</i> : Janesville Social Studies Project (JANES)	140
16	OWW	<i>Our Working World</i> : University of Colorado (CU)	103
28	PortR	<i>Port Royal Experiment</i> : Individualized Learning, Inc. (ILI)	137
8	Africa	Project Africa: Carnegie-Mellon University (CM)	84
35	PSS	Project Social Studies: University of Minnesota (UM)	156
9	Slow	Slow Learner Project: Carnegie-Mellon University (CM)	87

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26	SSCSC	Social Science Curriculum Study Center: University of Illinois (ILL)	131
21	SSPg	Social Science Program: Educational Research Council of America (ERCA) [<i>Greater Cleveland Social Science Program</i> (GClev)]	116
15	ConV	The Social Sciences: Concepts and Values: Center for the Study of Instruction (CSI)	101
41	SSC	Social Studies Curriculum: Providence, Rhode Island, Social Studies Curriculum Project (PROV)	174
18	SSCPg	Social Studies Curriculum Program: Education Development Center (EDC) [<i>Black in White America: The Struggle for Identity and Power</i> (BinW)]	109
19	SSCPg	Social Studies Curriculum Program: Education Development Center (EDC) [<i>Conflict and Change</i> (CandC)]	111
20	SSCPg	Social Studies Curriculum Program: Education Development Center (EDC) [<i>From Subject to Citizen</i> (StoC)]	113
10	SSCP	Social Studies Curriculum Project: Carnegie-Mellon University (CM) [<i>Comparative Political Systems</i> (CPS)]	90
11	SSCP	Social Studies Curriculum Project: Carnegie-Mellon University (CM) [<i>Humanities in Three Cities</i> (HTC)]	93
12	SSCP	Social Studies Curriculum Project: Carnegie-Mellon University (CM) [<i>A New History of the United States</i> (NewH)]	95
13	SSCP	Social Studies Curriculum Project: Carnegie-Mellon University (CM) [<i>The Shaping of Western Society</i> (SWS)]	97
14	SSCP	Social Studies Curriculum Project: Carnegie-Mellon University (CM) [<i>Tradition and Change in Four Societies</i> (TCFS)]	99
25	SSP	Social Studies Project: Harvard University (HARV) [<i>Public Issues Series</i> (PIS)]	128
1	SRSS	Sociological Resources for Social Studies: American Sociological Association (ASA) [<i>Episodes in Social Inquiry</i> (Epis)]	64
42	Taba	Taba Curriculum Development Project: San Francisco State College (SF)	177

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34	Task	Task Force on Minority Cultures: Minneapolis Public Schools (MINN)	154
37	Comp	The Use of Electronic Computers to Improve Individualization of Instruction through Unit Teaching: State University of New York at Buffalo (SUNY)	162
48	WLF	World Law Fund	194
49	WSIS	World Studies Inquiry Series	197

DIRECTORS OF PROJECTS

(listed alphabetically according to director's last name)

<i>Project Number</i>	<i>Director's Name and Project</i>	<i>Page</i>
1	Angell, Robert C., American Sociological Association, Sociological Resources for the Social Studies [<i>Episodes in Social Inquiry</i>]	64
31	Arnoff, Melvin, Kent State University, Focus on Inner City Social Studies	146
22	Becker, James M., Foreign Policy Association, International Studies in Elementary and Secondary Schools	119
8	Beyer, Barry K., Carnegie-Mellon University, Project Africa	84
15	Brandwein, Paul, Center for Study of Instruction, The Social Sciences: Concepts and Values	101
3	Brown, Richard H., Amherst Project, Committee on the Study of History	70
7	Ciaburri, Robert L., and Mitchell P. Lichtenberg, Carnegie-Mellon University, Education Systems Research Project	82
36	Dentler, Raymond A., New York Regional Laboratory, Center for Urban Education	159
19	Dollase, Richard H., Education Development Center, Social Studies Curriculum Program [<i>Conflict and Change</i>]	111
21	English, Raymond, Educational Research Council of America, Social Science Program [<i>Greater Cleveland</i>]	116
10	Fenton, Edwin, Carnegie-Mellon University, Social Studies Curriculum [<i>Comparative Political Systems</i>]	90
11	———, Carnegie-Mellon University, Social Studies Curriculum [<i>Humanities in Three Cities</i>]	93

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12	_____, Carnegie-Mellon University, Social Studies Curriculum [<i>A New History of the United States</i>]	95
13	_____, Carnegie-Mellon University, Social Studies Curriculum [<i>The Shaping of Western Society</i>]	97
14	_____, Carnegie-Mellon University, Social Studies Curriculum [<i>Tradition and Change in Four Societies</i>]	99
9	Fenton, Edwin, and Anthony N. Penna, Carnegie-Mellon University, Slow Learner Project	87
45	Gibson, John S., Tufts University, Lincoln-Filene Center Elementary Social Studies Program	186
46	_____, Tufts University, Lincoln-Filene Center Secondary Social Studies Program	188
44	Gill, Clark C., and William B. Conroy, University of Texas at Austin, Development of Guidelines and Resource Materials on Latin America	183
37	Harnack, Robert S., State University of New York at Buffalo, The Use of Electronic Computers to Improve Individualization of Instruction through Unit Teaching	162
4	Helburn, Nicholas, Association of American Geographers, High School Geography Project [<i>Geography in an Urban Age</i>]	73
43	Helburn, Suzanne W., John Sperling, and Robert Evans, San Jose State College, <i>ECON 12</i>	180
18	Herzstein, Barbara B., Education Development Center, Social Studies Curriculum Program [<i>Black in White America: The Struggle for Identity and Power</i>]	109
29	Hubel, Keigh, Janesville Social Studies Project, <i>Man Through Time To Space</i>	140
26	Leppert, Ella C., University of Illinois, Social Science Curriculum Study Center	131
6	Longaker, Richard P., and Charles Quigley, University of California at Los Angeles, Committee on Civic Education	79
40	Lovenstein, Meno, Ohio University Economics Curricular Materials for Secondary Schools, Economics Curricular Materials	171
20	Lyons, Nora Plessner, Education Development Center, Social Studies Curriculum Program [<i>From Subject to Citizen</i>]	113
49	McKeown, Robin, World Studies Inquiry Series	197
27	Mehlinger, Howard D., and John J. Patrick, Indiana University, High School Curriculum Center in Government [<i>American Political Behavior</i>]	134

5	Michaelis, John U., University of California at Berkeley, Asian Studies Inquiry Project	76
17	Monroe, Vivian, Constitutional Rights Foundation, Bill of Rights	106
38	Moore, Jerry R., North Central Association, Foreign Relations Project	165
25	Oliver, Donald, and Fred M. Newmann, Harvard University, Social Studies Project [<i>Public Issues Series</i>]	128
32	Ratcliffe, Robert H., Law in American Society, Justice in Urban America	149
48	Reardon, Betty, World Law Fund	194
23	Rice, Marion J., University of Georgia, Anthropology Curriculum Project	122
2	Rozwenc, Edwin C., Amherst College, Basic Concepts in History and the Social Sciences	67
33	Rumpf, Arthur F., Milwaukee Public Schools, <i>An Introduction to the Social Sciences and Humanities</i>	152
24	Schein, Irving, Hartford Public Schools, Hartford Programmed Materials	125
28	Schein, Irving, John J. Gale, and Jeanne F. Kazienko, Individualized Learning, Inc., <i>Port Royal Experiment</i>	137
16	Senesh, Lawrence, University of Colorado, <i>Our Working World</i>	103
47	Shaver, James P., Utah State University, A Curriculum Focused on Thinking Reflectively About Public Issues	191
41	Shinn, Ridgway F., Jr., Providence, Rhode Island, Social Studies Curriculum Project, Social Studies Curriculum	174
34	Skjervold, Christian, Minneapolis Public Schools, Task Force on Minority Cultures	154
39	Stavrianos, Leften S., Northwestern University World History Project, <i>A Global History of Man</i>	168
30	Symmes, S. Stowell, Joint Council on Economic Education, Developmental Economic Education Program	143
42	Wallen, Norman E., Mary C. Durkin, and Jack R. Fraenkel, San Francisco State College, Tabla Curriculum Development Project	177
35	West, Edith, University of Minnesota, Project Social Studies	156

KEY TO PUBLISHERS

A	American Education Publications
AB	Allyn & Bacon, Inc.
AW	Addison-Wesley Publishing Company, Inc.
B	Benziger, Inc.
C	Thomas Y. Crowell Company, Inc.
DCH	D.C. Heath and Company
E	ERIC (Educational Resources Information Center)
F	Field Educational Publications, Inc.
G	Ginn and Company
GR	Green Printing Company
H	Harcourt, Brace and World, Inc.
HM	Houghton Mifflin Company
Ho	Holt, Rinehart and Winston, Inc.
IL	Individualized Learning, Inc.
KDI	KDI Instructional Systems, Inc.
L	Laidlaw Brothers
M	Man Through Time Publishing Company
Mac	The Macmillan Company
RI	Rhode Island College Bookstore
SRA	Science Research Associates, Inc.

COMPARATIVE SUMMARY SHEETS

CHART I: DESCRIPTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	1 ASA SRSS Eglo	2 AMH C Bas Con	3 AMH P Com H	4 AAG HSGP GUA	5 CALIF Asian	6 UCLA Com Ed	7 CM ESRP
PUBLISHER	AB	DCH	AW	Mac	F	G	
AVAILABLE FROM							
Project							X
Publisher	70	68	70	70	70	67	
GRADE LEVEL & STRUCTURE							
K-3							
4-6						X	
7-8						X	
9 (Civics, Am. Gov't, Am.	Civ		Civ	Civ	WC	Civ	Civ
10 Hist., World Cult., Prob.	AG	AH	AG	AG	WC	AG	AG
11 of Dem., Int. Rel., Soc.	AH	AH	AH	AH	WC	AG	AH
12 Sci./Soc. St. 1	PsD	AH	PsD	WC	WC	PsD	PsD
SUBJECT AREA							
(Anth., Econ., Geog., Hist., Pol. Sci., Social, Sci. Sci./ Soc. St. 1)	Soc	Hin	Hin	Geo	Soc	PsC	Hin
MATERIALS							
Student Materials	X	X	X	X	X	X	X
Teacher Guide	X		X	X	X	X	X
A-V Ed	X			X			
Tests				X			
FORMAT							
Curriculum							
One-year course		X		X			
Semester							
Units	28		40	X	X	X	X
Issues							
MEDIA UTILIZED							
Student Materials	X	X	X	X	X	X	X
Case Studies	X		X	X		X	
Readings	X	X	X	X	X	X	X
Maps	X			X			
Charts	X			X			
Films & Filmstrips	X			X		X	
Records	X			X			
Tapes							
Transparencies	X			X			
Artifacts							
Other	X			X			X

CHART II: SUBSTANTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	1 ASA SRSS Epi	2 AMHC Bas Con	3 AMH P Com H	4 AAG HSGP GUA	5 CALIF Asian	6 UCLA Com Ed	7 CM ESRP
AREA OF POLITICAL SCIENCE:							*
Political Theory		3					
Public Law			2		3	5	
International Relations		2	3		3		
Comparative Government	2			3	5		
American Political Behavior							
National	2	3	3	2			
Local	2	3	3	2			
CONCEPTS:							*
Legitimacy		3	3		4	4	
Authority	3	3	4		4	4	
Power	3	3	3		4	3	
Decision-Making	4		4	4		4	
Leadership	3	2	3		3	3	
Citizenship							
Representation	3	3	3	3			
Participation	3	1	4	3		4	
Voting	3		3	3			
Socialization			3			2	
Interest Groups		1	2	4			
Parties	2	2					
Human Rights							
Freedom		4	4			4	
Equality		3	4		2	4	
Justice			4		3	4	
Natural Rights		3	3		2	1	
Conscience		2	3		3	3	
Duty		3	3		3	3	
Change							
Development				3			
Modernization				3	4		
Stability						2	
Conflict							
Peace			3	2		3	
Violence		2	4			3	
Negotiation							
Revolution		2	3				
Institutions							
Institutions	3		2	2	3	3	
Bureaucracy	3		2		3		
Sovereignty		3	2				
Law			2		3	3	
INDIVIDUAL							*
Civil Rights	4	2	4			3	
Violence						2	
Right to Peace			4			4	
Political Security	3		4			2	
Social Security	3		4	3		1	
Quality of Life							
Pollution				3			
Overpopulation				3			
Poverty & Welfare	3	3	3				
International Peace & Law			4				
Group Life & Group							

1 Incidentally used

2 Considered, but not of prime concern

3 Occasionally recurring theme or extensively studied for short periods

4 Continuously recurring theme

5 Dominant theme

6 Not available for analysis

CHART III: STRATEGIES EMPLOYED & EVALUATION INFORMATION

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	1 ASA SRSS Epis	2 AMH C Bas Con	3 AMH P Com H	4 AAG HSGP GUA	5 CALIF Asian	6 UCLA Com Ed	7 CM ESRP
STRATEGIES							
<i>Teacher-Student Action</i>							
Direction	X	X	X	X	X	X	X
Exposition	X	X	X	X	X	X	X
Stories	X			X			
Pictures	X						
Demonstrations				X			
Questions	X	X	X	X	X	X	X
<i>Resource-Student Action</i>							
Student Materials	X	X	X	X	X	X	X
Films	X					X	
Filmstrips & Slides				X			
Records	X			X			
Tapes							
Transparencies	X			X			
<i>Teacher-Student Interaction</i>							
Discussion	X	X	X	X	X	X	X
Questions	X	X	X	X	X	X	X
Case Studies	X		X	X		X	
Seminars	X		X		X	X	
<i>Student-Student Interaction</i>							
Role Playing	X			X	X	X	
Games	X			X		X	
Simulations	X			X	X	X	
Group Discussions	X		X	X	X	X	
Debates	X		X		X	X	
<i>Student-Resource Interaction</i>							
Readings	X	X	X	X	X	X	X
Laboratory	X			X		X	X
Documents	X	X	X	X	X		X
Independent Study	X	X	X	X	X		X
Film Loops							
Programmed Instruction				X			
Artifacts							
EVALUATION		*					*
Field Tested	X		X	X	X	X	
TYPES OF SCHOOLS		*					*
Urban	X		X	X	X	X	
Suburban	X		X	X	X	X	
Rural	X		X	X		X	
RESULTS		*					*
Cognitive Attainment	X			X	X	X	
Skill Attainment	X			X	X	X	
Affective Attainment				X	X	X	
MATERIALS REVISED BASED ON RESULTS	X	*	X	X	X	X	*

CHART 1: DESCRIPTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	8 CM Africa	9 CM Slow	10 CM SSC P CPS	11 CM SSCP HTC	12 CM SSC P NewH	13 CM SSCP SWS	14 CM SSCP TCFS
PUBLISHER	C	Ho	Ho	Ho	Ho	Ho	Ho
AVAILABLE FROM							
Project							
Publisher	71	70	67	69	69	68	68
GRADE LEVEL & STRUCTURE							
K-3							
4-6							
7-8	WC	AH					
9 (Civics, Am. Gov't., Am.	WC	Civ	Civ				
10 Hist., World Cult., Prob.	WC		AG			WC	WC
11 of Dem., Int. Rel., Soc.			AH		AH		
12 Sci./Soc. St.)	WC		PeD	WC			
SUBJECT AREA							
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	His	PS	His	His	Eco PS Soc	His PS
MATERIALS							
Student Materials	X	X	X	X	X	X	X
Teacher Guide	X	X	X	X	X	X	X
A-V Kit	X	X	X	X	X	X	X
Tests		X	X	X	X	X	X
FORMAT							
Curriculum							
One-year course		X			X		
Semester	X		X	X		X	X
Units	X						
Issues							
MEDIA UTILIZED							
Student Materials	X	X	X	X	X	X	X
Case Studies	X		X	X	X	X	X
Readings	X	X	X	X	X	X	X
Maps	X	X	X	X	X	X	X
Charts	X	X	X	X	X	X	X
Films & Filmstrips	X	X	X	X	X	X	X
Records	X		X	X	X	X	X
Typing	X	X					
Transparencies	X	X	X	X	X	X	X
Artifacts	X						
Other	X		X	X	X	X	X

CHART II: SUBSTANTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	8 CM Africa	9 CM Slow	10 CM SSCP CPS	11 CM SSCP HTC	12 CM SSCP NewH	13 CM SSCP SWS	14 CM SSCP TCFS
AREA OF POLITICAL SCIENCE:							
Political Theory				4			
Public Law			3	2			
International Relations				1	3		
Comparative Government	5	1	5	3		5	5
American Political Behavior							
National		4	2		5		
Local		5	2		5		
CONCEPTS:							
Legitimacy				2	3	3	3
Authority	2		3	2	3	3	3
Power	2		2	2	3	3	3
Decision-Making			4	2	3	2	2
Leadership	3		4	2	3	3	3
Citizenship							
Representation		3	3	2	2		
Participation		2	3	2	2		
Voting		2	3	2	2		
Socialization		3	3	3	4		
Interest Groups		1			2		
Parties		3		2	4		
Human Rights							
Freedom		2	2	4	3	3	3
Equality		3	2	4	3	3	4
Justice			2	4	3	2	
Natural Rights				4	3	2	2
Conscience					3	2	
Duty		4	2		3	4	4
Change							
Development	4				2	5	3
Modernization	4		2		3	3	3
Stability		4			3	3	3
Conflict							
Pressure		3					
Violence						3	3
Resolution		3			3		4
Revolution		1					2
Institutions	3		4	4	4	4	4
Bureaucracy			3		2	3	
Sovereignty					4	3	
Law				1			
ISSUES:							
Civil Rights		3	2		3		4
Violence					1		
Right to Consent		2	3		3	3	
Political Security					4	3	
Social Security					4	3	
Quality of Life							
Pollution							
Overpopulation							
Poverty & Welfare							
International Peace & Law							
Drug Use & Abuse							

1 Incidentally used

2 Considered, but not of prime concern

3 Occasionally recurring theme or occasionally studied for short periods

4 Continuously recurring theme

5 Dominant theme

6 Not available for analysis

CHART III: STRATEGIES EMPLOYED & EVALUATION INFORMATION

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	8 CM Africa	9 CM Slow	10 CM SSC P CPS	11 CM SSC P HTC	12 CM SSC P NewH	13 CM SSC P SWS	14 CM SSC P TCFS
STRATEGIES							
<i>Teacher-Student Action</i>							
Direction	X	X	X	X	X	X	X
Exposition	X	X	X	X	X	X	X
Stories		X					
Pictures							
Demonstrations							
Questions	X	X	X	X	X	X	X
<i>Resource-Student Action</i>							
Student Materials	X	X	X	X	X	X	X
Films	X	X	X	X	X	X	X
Filmstrips & Slides	X	X	X	X	X	X	X
Records	X		X	X	X	X	X
Tapes	X	X					
Transparencies	X	X	X	X	X	X	X
<i>Teacher-Student Interaction</i>							
Discussion	X	X	X	X	X	X	X
Questions	X	X	X	X	X	X	X
Case Studies	X		X	X	X	X	X
Seminars	X						
<i>Student-Student Interaction</i>							
Role Playing	X		X	X	X	X	X
Games	X	X					
Simulations	X	X					
Group Discussions	X	X	X	X	X	X	X
Debates	X		X	X	X	X	X
<i>Student-Resource Interaction</i>							
Readings	X	X	X	X	X	X	X
Laboratory	X						
Documents	X			X	X	X	X
Independent Study	X	X	X	X	X	X	X
Film Loops	X						
Programmed Instruction	X						
Artifacts	X						
EVALUATION	*	*					
Field Tested			X	X	X	X	X
TYPES OF SCHOOLS	*	*					
Urban			X	X	X	X	X
Suburban			X	X	X	X	X
Rural							
RESULTS	*	*					
Cognitive Attainment			X	X	X	X	X
Self Attainment			X	X	X	X	X
Affective Attainment							
MATERIALS REVISED BASED ON RESULTS	*	*	X	X	X	X	X

CHART I: DESCRIPTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	15 CSI Con V	16 C U OWW	17 CONST B of R	18 EDC SSCPg B in W	19 EDC SSCPg C and C	20 EDC SSCPg S to C	21 ERCA SSPg G Clev
PUBLISHER	H	SRA	B			KDI	AB
AVAILABLE FROM							
Project				70	70	69	70
Publisher	70	70	68			70	70
GRADE LEVEL & STRUCTURE							
K-3	X	1-2-3					X
4-6	X	X	6				X
7-8	X		X		WC	8	X
9 (Civics, Am. Gov't., Am.	X		Civ	Civ	WC	Civ	Civ
10 Hist., World Cult., Prob.			AG	AH		AH	
11 of Dem., Int. Rel., Soc.			AH	AH			
12 Sci./Sec. St.)			PeD	PeD			
SUBJECT AREA							
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Sci. Sci./ Soc. St.)	SoS	Eco SoS	Plc	Plc SoS	His	His Plc	SoS
MATERIALS							
Student Materials	X	X	X	X	X	X	X
Teacher Guide	X	X	X	X	X	X	X
A-V Kit		X				X	
Tests	X					X	
FORMAT							
Curriculum	X	X					X
One-year course					X	X	
Semester							
Units			X	X		X	
Issues							
MEDIA UTILIZED							
Student Materials	X	X	X	X	X	X	X
Case Studies		X	X	X		X	X
Readings	X	X	X	X	X	X	X
Maps	X	X		*		X	
Charts	X			*		X	X
Films & Filmstrips	X	X	X	*		X	X
Records	X	X		*		X	
Tapes			X	*		X	X
Transparencies	X		X	*		X	X
Artifacts				*			
Other			X	*	X	X	

CHART II: SUBSTANTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	15 CSI Con V	16 CU OWW	17 CONST B of R	18 EDC SSCP _g B in W	19 EDC SSCP _g C and C	20 EDC SSCP _g S to C	21 ERCA SSP _g G Clev
AREA OF POLITICAL SCIENCE:				*	*		
Political Theory							3
Public Law			5	*			3
International Relations							2
Comparative Government							3
American Political Behavior							
National	3	2				2	4
Local	3	2				2	4
CONCEPTS:				*	*		
Legitimacy	3	2	3			3	3
Authority	3	2	3			2	3
Power	2					5	3
Decision-Making		2				4	3
Leadership			2			4	3
<i>Citizenship</i> Representation	3						3
Participation	3	2					3
Voting	3						3
Socialization	3						2
Interest Groups	3						2
Parties	3						2
<i>Human Rights</i> Freedom	3	2	3				3
Equality	3		3				3
Justice	3		5			3	3
Natural Rights	3		3				
Conscience	2					2	3
Duty	4	2	3			2	3
<i>Change</i> Development						3	2
Modernization		2				3	2
Stability	3	2	3			3	2
<i>Conflict</i> Pressure						3	
Violence		3				3	1
Resolution	4	2				4	
Revolution	2					2	2
Institutions		3				3	3
Bureaucracy							3
Sovereignty						3	3
Law	3	3	3			4	4
ISSUES:				*	*		
Civil Rights	3		3			3	3
Violence	2					3	
Right to Choose	3		3			3	3
Political Security	3	1	3			3	3
Social Security	3	2	2				3
<i>Quality of Life</i> Pollution		2					
Overpopulation							
Poverty & Welfare	3	3					
International Peace & War							2
Drug Use & Abuse							

1 Incidentally used

2 Considered, but not of prime concern

3 Occasionally recurring theme or intensively studied for short periods

4 Continuously recurring theme

5 Dominant theme

* Not available for analysis

CHART III: STRATEGIES EMPLOYED & EVALUATION INFORMATION

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	15 CSI Con V	16 CU OWW	17 CONST B of R	18 EDC SSC Pg B in W	19 EDC SSC Pg C and C	20 EDC SSC Pg S to C	21 ERCA SSPg G Clev
STRATEGIES							
<i>Teacher-Student Action</i>				*			
Direction	X	X	X		X	X	X
Exposition	X	X	X		X	X	X
Stories		X				X	X
Pictures	X	X				X	X
Demonstrations		X				X	X
Questions	X	X	X		X	X	X
<i>Resource-Student Action</i>							
Student Materials	X	X	X		X	X	X
Films	X	X	X			X	X
Filmstrips & Slides	X	X	X			X	X
Records	X	X				X	
Tapes			X			X	X
Transparencies	X		X			X	X
<i>Teacher-Student Interaction</i>							
Discussion	X	X	X		X	X	X
Questions	X	X	X		X	X	X
Case Studies		X	X			X	X
Seminars							
<i>Student-Student Interaction</i>							
Role Playing		X	X		X	X	X
Games		X	X		X	X	X
Simulations		X	X			X	X
Group Discussions	X	X	X		X	X	X
Debates			X		X	X	X
<i>Student-Resource Interaction</i>							
Readings	X	X	X		X	X	X
Laboratory			X		X		X
Documents			X		X	X	X
Independent Study	X		X		X	X	X
Film Loops							
Programmed Instruction							X
Artifacts							X
EVALUATION			*	*	*		
Field Tested	X	X				X	X
TYPES OF SCHOOLS			*	*	*		
Urban	X	X				X	X
Suburban	X	X				X	X
Rural	X	X				X	X
RESULTS			*	*	*		
Cognitive Attainment	X					X	X
Self Attainment	X					X	X
Affective Attainment	X					X	X
MATERIALS REVISED BASED ON RESULTS	X	X	*	*	*	X	X

CHART 1: DESCRIPTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	22 FFA ISES	23 GA ACP	24 HART HPM	25 HARY SEP PIS	26 ILE SCSC	27 IND YIS Gov APB	28 ILE Port E
PUBLISHER	AB			A		G	IL
AVAILABLE FROM							
Project	63	63	63		63	64	
Publisher	63			76		73	76
GRADE LEVEL & STRUCTURE							
K-3		X	X				
4-6		X	X				
7-8		X	X		6		9
9 (Civics, Am. Gov't, Am.	WC	Civ	Civ	Civ	Civ	Civ	Civ
10 Hist., World Cult., Prob.	WC	AG	AG	AG	AG	AG	AG
11 of Dem., Int. Rel., Soc.	IS	AG	AG	AG	AG	AG	AG
12 Sci./Soc. St. I	IS	PSD	PSD	PSD	WC	PSD	PSD
SUBJECT AREA							
(Arts, Econ., Geog., Hist., Pol. Sci., Social, Sci. Sci./ Soc. St. I)	PS	Art	PS	Sci	Sci	PS	PS
MATERIALS							
Student Materials	X	X	X	X	X	X	X
Teacher Guide	X	X	X	X	X	X	X
A-V Kit			X			X	
Text		X			X	X	
FORMAT							
Curriculum		X			X		
Open-note course						X	
Spencer							
Units		X	X				X
Issues	X			X			
MEDIA UTILIZED							
Student Worksheets	X	X	X	X	X	X	X
Case Studies		X	X	X	X	X	X
Readings	X	X	X	X	X	X	X
Maps	X	X			X	X	
Charts	X	X			X	X	
Flims & Photographs		X	X		X		
Records			X		X	X	
Traps			X		X	X	
Transparencies			X		X	X	
Artifacts							
Other	X			X		X	

CHART II. SUBSTANTIVE CHARACTERISTICS

PROJECT IDENTIFICATION COURSE SPECIFIC TITLE	15 POL ISS	16 C/L ACP	17 RACE RPN	18 ECON RPN	19 E/L RPN	20 RAC RPN	21 RAC RPN
AREA OF POLITICAL SCIENCE:							
Political Theory				1			
Public Law		1	4	1		1	
International Relations	1			1			
Comparative Government	1	1		1	1		
American Political Behavior							
National			4	4	1	1	1
Local		1		1	1	4	1
CONCEPTS:							
Legitimacy	1	1	1	1	1	1	1
Authority	1	1		1	1	1	1
Power	1	1	1	1	1	1	1
Decision-Making	1		1	1	1	1	1
Leadership	1		1	1	1	1	1
Citizenship							
Representation		1		1		1	
Participation		1	1	1		1	
Voting		1				1	
Specialization		1	1	1	1	1	
Interest Groups		1		1		1	
Activism				1		1	
Human Rights							
Freedom			1	1		1	1
Equality			1	1		1	1
Justice			1	1		1	1
Human Rights			1	1		1	1
Conscience			1	1			1
Duty			1	1		1	1
Change							
Development	1	1	1		1		
Modernization	1	1		1	1		
Stability	1	1			1		
Conflict							
War	1		1	1		1	1
Violence	1			1		1	1
Revolution	1		1	1		1	1
Secession	1			1			1
Institutions	1	1	1	1	1	1	1
Subsistence							
Democracy			1	1			1
Law	1	1	1	1		1	1
ISSUES:							
Civil Rights		1	1	1		1	1
Customs	1			1		1	
Right to Movement			1	1		1	1
Human Security	1	1		1	1	1	
Health Security	1	1		1	1	1	
Quality of Life							
Autonomy							
Transparency							
Security & Welfare				1		1	
International Peace & War	1						
Drug Use & Abuse							

1 Routinely used
2 Considered the set of other concepts
3 Occasionally recurring theme or indirectly related to other periods

4 Commonly recurring theme
5 Recurring theme
6 Not available for analysis

CHART III: STRATEGIES EMPLOYED & EVALUATION INFORMATION

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	22 FPA ISES	23 GA ACP	24 HART HPM	25 HARV SSP PIS	26 ILL SSCSC	27 IND HS Gov APB	28 ILI Port R
STRATEGIES							
<i>Teacher-Student Action</i>							
Direction	X	X	X	X	X	X	X
Exposition	X	X	X	X	X	X	X
Stories							
Pictures		X					
Demonstrations						X	X
Questions	X	X	X	X	X	X	X
<i>Resource-Student Action</i>							
Student Materials	X	X	X	X	X	X	X
Films		X	X		X		
Filmstrips & Slides		X	X		X		
Records			X		X	X	
Tapes			X		X		
Transparencies			X		X	X	
<i>Teacher-Student Interaction</i>							
Discussion	X	X	X	X	X	X	X
Questions	X	X	X	X	X	X	X
Case Studies		X	X	X	X	X	X
Seminars				X		X	X
<i>Student-Student Interaction</i>							
Role Playing			X	X		X	X
Games	X		X	X		X	
Simulations			X	X		X	X
Group Discussions		X	X	X	X	X	X
Debates			X			X	X
<i>Student-Resource Interaction</i>							
Readings	X	X	X	X	X	X	X
Laboratory		X	X			X	
Documents			X	X		X	X
Independent Study	X	X	X	X	X	X	X
Film Loops							
Programmed Instruction			X				
Artifacts							
EVALUATION	*						
Field Tested		X	X	X	X	X	X
TYPES OF SCHOOLS	*						
Urban		X		X	X	X	X
Suburban		X		X	X	X	X
Rural		X		X	X	X	X
RESULTS	*						
Cognitive Attainment		X		X	X	X	X
Skill Attainment		X		X	X	X	X
Affective Attainment				X	X	X	X
MATERIALS REVISED BASED ON RESULTS	*	X	X	X	X	X	X

CHART I: DESCRIPTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	29 JANES Man	30 JCEE DEEP	31 KENT FICSS	32 LAW Just	33 MILW ISS&H	34 MINN Task	35 UM PSS
PUBLISHER	M			HM			GR
AVAILABLE FROM							
Project		70	70		69	70	
Publisher	71			70			69
GRADE LEVEL & STRUCTURE							
K-3		X	X				X
4-6		X	X	5		4-5	X
7-8		X	X	X	7	7	X
9 (Civics, Am. Gov't., Am.		AG	Civ	Civ		Civ	Civ
10 Hist., World Cult., Prob.	WC	AH	AG				AG
11 of Dem., Int. Rel., Soc.	AH	WC	AH	AG			AH
12 Sci./Soc. St.)	PoD	PoD	PoD	PoD		PoD	PoD
SUBJECT AREA							
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	His SoS	Eco	SoS	PSc	SoS	His SoS	SoS
MATERIALS							
Student Materials	X	X	X	X	X	X	X
Teacher Guide		X	X	X	X	X	X
A-V Kit			X				
Tests		X	X		X		X
FORMAT							
Curriculum	X						X
One-year course				X	X		
Semester							
Units		X	36	X		X	
Issues							
MEDIA UTILIZED							
Student Materials	X	X	X	X	X	X	X
Case Studies	X		X	X	X	X	X
Readings	X	X	X	X	X	X	X
Maps	X		X		X	X	X
Charts	X	X	X	X	X	X	X
Films & Filmstrips	X	X	X		X	X	X
Records	X		X		X	X	X
Tapes	X	X	X		X	X	X
Transparencies	X	X	X		X	X	X
Artifacts				X			
Other				X	X		

CHART II: SUBSTANTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	29 JANES Man	30 JCEE DEEP	31 KENT FICSS	32 LAW Just	33 MILW ISS&H	34 MINN Task	35 UM PSS
AREA OF POLITICAL SCIENCE:							
Political Theory							
Public Law	2			5	2		
International Relations	3	2	2				1
Comparative Government	2	2	2				3
American Political Behavior							
National	3	3	3		3	3	3
Local	3	3	4	5	3	3	3
CONCEPTS:							
Legitimacy		1	4	4	3	2	3
Authority		2	3	4	3		3
Power	3	2	4	4	2	3	2
Decision-Making	3	3	2	3	3		4
Leadership	2	2	3	2	3	2	2
Citizenship							
Representation	2	2	3		3		2
Participation	2		3		3		3
Voting	3		3		3		3
Socialization	2		4		2	2	4
Interest Groups	2	2	3	3	2	2	
Parties	2		2		2		3
Human Rights							
Freedom	3	2	3	4	3	3	3
Equality	3	2	3	4	3	3	3
Justice	3	2	3	5	3	2	4
Natural Rights	2			3	2	3	2
Conscience	2				3	2	3
Duty	2		2	3	3	3	3
Change							
Development		2	3			2	2
Modernization		2	3				2
Stability	3	3	3				3
Conflict							
Pressure		2	3	3			
Violence							
Resolution	3		5		3	2	5
Revolution	3		2				
Institutions	2	2	2	3	3		3
Bureaucracy			2		1		
Sovereignty					2		
Law	2		3	5	2		3
ISSUES:							
Civil Rights	3		3	5	2	3	3
Violence	3					3	
Right to Dissent			3		2	3	3
Political Security	3	2	2	4	2	3	2
Social Security	2	3	3	5	2	3	3
Quality of Life							
Pollution	3		2				
Overpopulation	3						
Poverty & Welfare	3	3	3	3		2	2
International Peace & Law	3		2				
Drug Use & Abuse							

1 Incidentally used

2 Considered, but not of prime concern

3 Occasionally recurring theme or intensively studied for short periods

4 Continuously recurring theme

5 Dominant theme

* Not available for analysis

CHART III: STRATEGIES EMPLOYED & EVALUATION INFORMATION

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	29 JANES Man	30 JCEE DEEP	31 KENT FICSS	32 LAW Just	33 MILW ISS&H	34 MINN Task	35 UM PSS
STRATEGIES							
<i>Teacher-Student Action</i>							
Direction	X	X	X	X	X	X	X
Exposition	X	X	X	X	X	X	X
Stories		X	X		X	X	X
Pictures	X		X		X	X	X
Demonstrations			X		X		X
Questions	X	X	X	X	X	X	X
<i>Resource-Student Action</i>							
Student Materials	X	X	X	X	X	X	X
Films	X	X	X		X	X	X
Filmstrips & Slides	X	X	X		X	X	X
Records	X		X		X	X	X
Tapes	X	X	X		X	X	X
Transparencies	X	X	X		X	X	X
<i>Teacher-Student Interaction</i>							
Discussion	X	X	X	X	X	X	X
Questions	X	X	X	X	X	X	X
Case Studies	X		X	X	X	X	X
Seminars							X
<i>Student-Student Interaction</i>							
Role Playing	X	X	X	X	X	X	X
Games		X	X		X	X	X
Simulations	X	X	X	X	X	X	X
Group Discussions	X	X	X	X	X	X	X
Debates		X	X	X			X
<i>Student-Resource Interaction</i>							
Readings	X	X	X	X	X	X	X
Laboratory	X	X	X		X	X	X
Documents		X	X	X	X		X
Independent Study	X	X	X	X	X	X	X
Film Loops							
Programmed Instruction							
Artifacts				X			
EVALUATION							
Field Tested	X	X	X	X	X	X	X
TYPES OF SCHOOLS							
Urban	X	X	X	X	X	X	X
Suburban	X	X		X	X	X	X
Rural	X	X					X
RESULTS							
Cognitive Attainment	X	X	X	X	X	X	X
Skill Attainment	X	X	X		X	X	X
Affective Attainment	X	X	X	X	X	X	X
MATERIALS REVISED BASED ON RESULTS	X	X	X	X	X	X	X

CHART I: DESCRIPTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	36 NYRL CUE	37 SUNY Comp	38 NCA FRP	39 NORTH Glob	40 OHIO ECM	41 PROV SSC	42 SF Taba
PUBLISHER			L	AB		RI	AW
AVAILABLE FROM							
Project	70	65			70		
Publisher			66	70		69	69
GRADE LEVEL & STRUCTURE							
K-3	3	X				X	1 - 2 - 3
4-6	X	X				X	X
7-8	X	X				X	X
9 (Civics, Am. Gov't., Am.		Civ	Civ		Civ	AH	
10 Hist., World Cult., Prob.		AG	AG	WC	AG	WC	
11 of Dem., Int. Rel., Soc.		AH	AH	WC	AG	AG	
12 Sci./Soc. St.)		PoD	PoD	WC	PoD	PoD	
SUBJECT AREA							
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	SoS	PSc	His	Eco	His Geo	SoS
MATERIALS		*					
Student Materials	X		X	X	X	X	X
Teacher Guide	X		X	X	X	X	X
A-V Kit	X						
Tests			X	X		X	X
FORMAT							
Curriculum						X	X
One-year course	X			X			
Semester					X		
Units	X	X	X				
Issues							
MEDIA UTILIZED		*					
Student Materials	X		X	X	X	X	X
Case Studies					X	X	X
Readings	X		X	X	X	X	X
Maps	X		X	X		X	X
Charts	X		X		X	X	X
Films & Filmstrips	X					X	X
Records	X					X	X
Tapes	X					X	X
Transparencies	X					X	X
Artifacts	X						
Other	X						

CHART II: SUBSTANTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	36 NYRL CUE	37 NYU Comp	38 NCA FRP	39 NORTH Glob	40 OHIO ECM	41 PROV SSC	42 SF Taba
AREA OF POLITICAL SCIENCE:		*					
Political Theory							
Public Law							
International Relations			5	2			
Comparative Government	1			3		3	2
American Political Behavior							
National					3	3	3
Local	5					3	3
CONCEPTS:		*					
Legitimacy			2	3			
Authority	2		3	3		1	
Power	3		3	3		1	
Decision-Making			4		3	1	2
Leadership					2	1	
<i>Citizenship</i> Representation						2	
Participation	4					2	
Voting						2	
Socialization	3					3	3
Interest Groups	3				2	2	
Parties	3					1	
<i>Human Rights</i> Freedom			2			3	1
Equality	3		3			3	3
Justice						4	2
Natural Rights						3	
Conscience						3	
Duty	2					3	
<i>Change</i> Development			3	3	2	2	2
Modernization			4	3	2	2	2
Stability			3	2	3	2	2
<i>Conflict</i> Pressure					2		
Violence							
Resolution				3		4	
Revolution				2			
Institutions	3		3	2	3	2	2
Bureaucracy				2	1		
Sovereignty				2			
Law			2	3			
ISSUES:		*					
Civil Rights						3	
Violence							
Right to Dissent						3	
Political Security	3		3			2	
Social Security	3		3		3	2	
<i>Quality of Life</i> Pollution							
Overpopulation							
Poverty & Welfare	3				3		
International Peace & Law			4	3			
Drug Use & Abuse	2						

1 Incidentally used

2 Considered, but not of prime concern

3 Occasionally recurring theme or intensively studied for short periods

4 Continuously recurring theme

5 Dominant theme

* Not available for analysis

CHART III: STRATEGIES EMPLOYED & EVALUATION INFORMATION

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	36 NYRL CUE	37 SUNY Comp	38 NCA FRP	39 NORTH Glob	40 OHIO ECM	41 PROV SSC	42 SF Taba
STRATEGIES		*					
<i>Teacher-Student Action</i>							
Direction	X		X	X	X	X	X
Exposition	X		X	X	X	X	X
Stories	X						X
Pictures	X			X			X
Demonstrations	X						X
Questions	X		X	X	X	X	X
<i>Resource-Student Action</i>							
Student Materials	X		X	X	X	X	X
Films	X					X	X
Filmstrips & Slides	X					X	X
Records	X					X	X
Tapes	X					X	X
Transparencies	X					X	X
<i>Teacher-Student Interaction</i>							
Discussion	X		X	X	X	X	X
Questions	X		X	X	X	X	X
Case Studies					X	X	X
Seminars							
<i>Student-Student Interaction</i>							
Role Playing	X				X		X
Games	X						X
Simulations	X						X
Group Discussions	X		X	X	X		X
Debates	X		X	X			
<i>Student-Resource Interaction</i>							
Readings	X		X	X	X	X	X
Laboratory	X					X	X
Documents	X		X	X	X	X	X
Independent Study	X		X	X	X	X	X
Film Loops						X	
Programmed Instruction							
Artifacts	X						
EVALUATION		*	*	*			
Field Tested	X				X	X	X
TYPES OF SCHOOLS		*	*	*			
Urban	X				X	X	X
Suburban					X	X	X
Rural					X	X	
RESULTS		*	*	*			
Cognitive Attainment					X	X	X
Skill Attainment					X	X	X
Affective Attainment					X	X	X
MATERIALS REVISED BASED ON RESULTS	X	*	*	*	X	*	X

CHART I: DESCRIPTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	43 SJ EC 12	44 TEXAS Lat Am	45 TUFTS LF-EI	46 TUFTS LF-Sec	47 UTAH Issues	48 WLF	49 WSIS
PUBLISHER	AW	E			HM		F
AVAILABLE FROM							
Project			70	70		69	
Publisher	71	70			71		69
GRADE LEVEL & STRUCTURE							
K-3		1 - 2 - 3	X				
4-6		X	X				
7-8		X				X	X
9 (Civics, Am. Gov't., Am.		Civ		Civ	Civ	Civ	WC
10 Hist., World Cult., Prob.	AG	WC		AG	AG	AH	WC
11 of Dem., Int. Rel., Soc.	AG	AH		AH	AH	WC	WC
12 Sci./Soc. St.)	PoD	PoD		PoD	PoD	PoD	PoD
SUBJECT AREA							
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	Eco	SoS	PSc	PSc	SoS	PSc	SoS
MATERIALS							
Student Materials	X	X	X	X	X	X	X
Teacher Guide	X	X	X	X	X	X	X
A-V Kit				X	X	X	
Tests	X	X			X		X
FORMAT							
Curriculum				X			
One-year course						X	X
Semester	X	X			X		
Units		X	X	X		X	
Issues							
MEDIA UTILIZED							
Student Materials	X	X	X	X	X	X	X
Case Studies	X	X	X	X	X		X
Readings	X	X	X	X	X	X	X
Maps		X				X	X
Charts	X	X					X
Films & Filmstrips	X	X	X	X	X	X	
Records					X	X	
Tapes			X	X		X	
Transparencies		X			X	X	
Artifacts							
Other					X		

CHART II: SUBSTANTIVE CHARACTERISTICS

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	43 SJ EC 12	44 TEXAS Lat Am	45 TUFTS LF-EI	46 TUFTS LF-Sec	47 UTAH Issues	48 WLF	49 WSIS
AREA OF POLITICAL SCIENCE:					*		
Political Theory				2		1	
Public Law				2		5	
International Relations		3		3		5	
Comparative Government	2	3				2	5
American Political Behavior							
National	3		3	4			
Local			3	4			
CONCEPTS:					*		
Legitimacy		3	2	2		3	3
Authority	3	3	2	4		3	
Power	3	3	2	3		3	3
Decision-Making	2	2		3		3	2
Leadership	3	3		2		3	3
<i>Citizenship</i> Representation			2	4			
Participation			2	3			
Voting			1	4			
Socialization			2				
Interest Groups		3		3			
Parties				4			
<i>Human Rights</i> Freedom	3		3	4		2	3
Equality			3	2		2	3
Justice	3		3	2		2	4
Natural Rights				2			
Conscience						2	
Duty				2			3
<i>Change</i> Development	3	3				3	3
Modernization	4	2		1			3
Stability	3					2	2
<i>Conflict</i> Pressure			1	1			
Violence			2				
Resolution			2	4		5	
Revolution		3					
Institutions	3	3		2			2
Bureaucracy		3					
Sovereignty						4	
Law				4		5	2
ISSUES:					*		
Civil Rights			3	4			2
Violence			2			3	3
Right to Dissent	2		2	4			
Political Security	4		3	3		5	2
Social Security			3	2		4	2
<i>Quality of Life</i> Pollution							
Overpopulation	3					2	
Poverty & Welfare			3	4		3	2
International Peace & Law				3		5	2
Drug Use & Abuse							

1 Incidentally used

2 Considered, but not of prime concern

3 Occasionally recurring theme or intensively studied for short periods

4 Continuously recurring theme

5 Dominant theme

* Not available for analysis

CHART III: STRATEGIES EMPLOYED & EVALUATION INFORMATION

PROJECT IDENTIFICATION CURRICULUM SPECIFIC TITLE	43 SJ EC 12	44 TEXAS Lat Am	45 TUFTS LF-EI	46 TUFTS LF-Sec	47 UTAH Issues	48 WLF	49 WSIS
STRATEGIES							
<i>Teacher-Student Action</i>							
Direction	X	X	X	X	X	X	X
Exposition	X	X	X	X	X	X	X
Stories							X
Pictures							X
Demonstrations					X		
Questions	X	X	X	X	X	X	X
<i>Resource-Student Action</i>							
Student Materials	X	X	X	X	X	X	X
Films	X	X	X	X	X	X	
Filmstrips & Slides	X	X	X	X		X	
Records					X	X	
Tapes			X	X		X	
Transparencies		X			X	X	
<i>Teacher-Student Interaction</i>							
Discussion	X	X	X	X	X	X	X
Questions	X	X	X	X	X	X	X
Case Studies	X	X	X	X	X		X
Seminars				X	X	X	
<i>Student-Student Interaction</i>							
Role Playing	X		X	X	X	X	
Games			X	X	X	X	
Simulations			X	X	X	X	
Group Discussions	X	X	X	X	X	X	X
Debates	X			X	X	X	
<i>Student-Resource Interaction</i>							
Readings	X	X	X	X	X	X	X
Laboratory	X				X	X	
Documents	X			X	X	X	
Independent Study	X	X	X	X	X	X	X
Film Loops							
Programmed Instruction	X						
Artifacts							
EVALUATION						*	*
Field Tested	X	X	X	X	X		
TYPES OF SCHOOLS						*	*
Urban	X	X	X	X			
Suburban	X	X	X	X	X		
Rural	X	X		X	X		
RESULTS						*	*
Cognitive Attainment	X	X					
Skill Attainment	X	X					
Affective Attainment	X	X	X	X			
MATERIALS REVISED BASED ON RESULTS	X	X	X	X	X	*	*

ANALYSES OF PROJECTS

PROJECT IDENTIFICATION: American Sociological Association

CURRICULUM: Sociological Resources for the Social Studies (SRSS)

DIRECTOR: Robert C. Angell

PROJECT ADDRESS: American Sociological Association, 503 First National Building, Ann Arbor, Michigan 48108, until August 15, 1971. Thereafter, American Sociological Association, 1001 Connecticut Avenue, N.W., Washington D.C. 20036

PUBLISHER: Allyn & Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210

AVAILABLE FROM: Allyn & Bacon, Inc., Spring 1971/16 units

GRADE LEVEL & STRUCTURE: 9-12. Portions would be useful in Civics, American Government, American History, or Problems of Democracy

SUBJECT AREA: Sociology

COST OF MATERIALS: Set of ten student texts for any one of eleven short units (with *Instructor's Guide* free), between \$3.75 and \$5.91; one of five books of readings, \$1.50 per copy; fifteen more short units, two more readings books, and a one-semester course are still in preparation.

The *Episodes in Social Inquiry* series has been designed primarily for eleventh and twelfth grade, but is equally useful for average readers in the ninth and tenth grades. The episodes are brief, self-contained units, one to three weeks each, which can be used independently or in any combination of sequence. Each contains all the concepts and skills needed to deal with its topic.

The materials have been selected to teach sociological concepts and procedures rather than sociology as a specific body of knowledge. It is felt that students will benefit by gaining a sociological perspective which is characterized by efforts to make broad generalizations based on empirical data. Attitudinal and behavioral changes are not major objectives.

Published units which seem to have particular relevance to political science are *Incidence and Effects of Poverty in the*

United States, Leadership in American Society: A Case Study of Black Leadership, Images of People, Testing for Truth, Social Mobility in the United States, Social Change: The Case of Rural China, and Simulating Social Conflict.

Although each of the episodes varies in the sociological content and methods used, the students are generally encouraged to manipulate data, express tentative hypotheses, do additional reading, test their generalizations, and re-examine the unanswered questions.

The *Readings in Sociology* series will consist of seven paperbacks which are intended for the eleventh and twelfth grades. They contain the works of sociologists rewritten for high school students. Four of the first five published are suitable for courses in problems of democracy: *Cities and City Life, Racial and Ethnic Relations, Delinquents and Criminals: Their Social World*, and *Social Organizations*.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		American Sociological Association			
CURRICULUM		Sociological Resources for Social Studies (SRSS)			
SPECIFIC TITLE		Episodes in Social Inquiry			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS		STRATEGIES EMPLOYED & EVALUATION INFORMATION	
PUBLISHER	AB	AREA OF POLITICAL SCIENCE		STRATEGIES	
AVAILABLE FROM		Political Theory		Teacher-Student Action	
Project		Public Law		Direction	X
Publisher	70	International Relations		Exposition	X
GRADE LEVEL & STRUCTURE		Comparative Government	2	Stories	X
K-3		American Political Behavior		Pictures	X
4-6		National	2	Demonstrations	
7-8		Local	2	Questions	X
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS		Resource-Student Action	
10	AG	Legitimacy		Student Materials	X
11	AH	Authority	3	Films	X
12	PoD	Power	3	Filmstrips & Slides	
SUBJECT AREA		Decision-Making	4	Records	X
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	Soc	Leadership	3	Tapes	
		Citizenship	3	Transparencies	X
		Representation	3	Teacher-Student Interaction	
		Voting	3	Discussion	X
		Socialization		Questions	X
		Interest Groups		Case Studies	X
MATERIALS		Participation	3	Seminars	X
Student Materials	X	Parties	2		
Teacher Guide	X	Human Rights		Student-Student Interaction	
A-V Kit	X	Freedom		Role Playing	X
Tests		Equality		Games	X
FORMAT		Natural Rights		Simulations	X
Curriculum		Conscience		Group Discussions	X
One-year course		Justice		Debates	X
Semester		Duty		Student-Resource Interaction	
Units	28	Change		Readings	X
Issues		Development		Laboratory	X
		Modernization		Documents	X
		Stability		Independent Study	X
MEDIA UTILIZED		Conflict		Film Loops	
Student Materials	X	Pressure		Programmed Instruction	
Case Studies	X	Violence		Artifacts	
Readings	X	Resolution		EVALUATION	
Maps	X	Revolution		Field Tested	X
Charts	X	Institutions	3	TYPES OF SCHOOLS	
Films & Filmstrips	X	Bureaucracy	3	Urban	X
Records	X	Sovereignty		Suburban	X
Tapes		Law		Rural	X
Transparencies	X	ISSUES		RESULTS	
Artifacts		Civil Rights	4	Cognitive Attainment	X
Other	X	Violence		Skill Attainment	X
		Right to Dissent		Affective Attainment	
		Political Security	3	MATERIALS REVISED	
		Social Security	3	BASED ON RESULTS	X
		Quality of Life			
		Pollution			
		Overpopulation			
		Poverty & Welfare	3		
		International Peace & Law			
		Drug Use & Abuse			

1 Incidentally used
 2 Considered, but not of prime concern
 3 Occasionally recurring theme or intensively studied for short periods
 4 Continuously recurring theme
 5 Dominant theme
 * Not available for analysis

PROJECT IDENTIFICATION: Amherst College
CURRICULUM: Basic Concepts in History and the Social Sciences
DIRECTOR: Edwin Rozwenc
PROJECT ADDRESS: American Studies Department, Amherst College, Amherst, Massachusetts 01002
PUBLISHER: D.C. Heath and Company, 125 Spring Street, Lexington, Massachusetts 02173
AVAILABLE FROM: D.C. Heath and Company, 1968
GRADE LEVEL AND STRUCTURE: 10-12. American History
SUBJECT AREA: History
COST OF MATERIALS: Student materials, approximately \$1.52.

Although the materials have been designed as a one-year course, the format, which is a series of paperbacks, encourages use of single titles for supplementing and enriching existing curricula.

The purpose of this series is to present the materials of American history in a way that will help students grasp the key ideas and concepts that historians regularly use in their analysis and interpretation of data.

There are twelve paperbacks, from seventy-five to one hundred pages in length. Each book, although resting on the structure of history, includes concepts and generalizations that have meaning for political science. They are titled *Conflict and Consensus in the American Revolution*, *Containment and the Origins of the Cold War*, *Democracy in the Age of Jackson*, *The Entrepreneur in the Gilded Age*, *Liberty and Power in the Making of the Constitution*, *Myth and Reality in the Populist Revolt*, *Presidential Power in the New Deal*, *Reconstruction and the Race Problem*, *Slavery and the Breakdown of American Consensus*, *The Status Revolution and the Progressive Movement*, *The United States and the New Imperialism*, and *Realism and Idealism in Wilson's Peace Program*.

The same teaching strategy is employed throughout the series. Following an introductory essay, the concepts to be analyzed are defined; their meaning questioned, and their

significance explained. This is followed by a variety of documents from the period being studied and selected readings from the works of recent and contemporary historians. As a final activity, the student is asked to give his own analysis of the concepts and make the appropriate applications.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Amherst College	
CURRICULUM		Basic Concepts in History & the Social Sciences	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	DCH	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	3 Teacher-Student Action
Project		Public Law	Direction
Publisher	68	International Relations	2 Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6		National	3 Demonstrations
7-8		Local	3 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	AH	CONCEPTS	Resource-Student Action
10	AH	Legitimacy	3 Student Materials
11	AH	Authority	3 Films
12	AH	Power	3 Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)		Leadership	2 Tapes
		Citizenship Representation	3 Transparencies
		Voting	Teacher-Student Interaction
		Socialization	Discussion
MATERIALS		Interest Groups	1 Questions
Student Materials	X	Participation	1 Case Studies
Teacher Guide		Parties	2 Seminars
A-V Kit		Human Rights Freedom	4 Student-Student Interaction
Tests		Equality	3 Role Playing
FORMAT		Natural Rights	3 Games
Curriculum		Conscience	2 Simulations
One-year course	X	Justice	3 Group Discussions
Semester		Duty	Debates
Units		Change Development	Student-Resource Interaction
Issues		Modernization	Readings
MEDIA UTILIZED		Stability	2 Laboratory
Student Materials	X	Conflict Pressure	2 Documents
Case Studies		Violence	2 Independent Study
Readings	X	Resolution	2 Film Loops
Maps		Revolution	2 Programmed Instruction
Charts		Institutions	Artifacts
Films & Filmstrips		Bureaucracy	EVALUATION
Records		Sovereignty	3 Field Tested
Tapes		Law	TYPES OF SCHOOLS
Transparencies		ISSUES	Urban
Artifacts		Civil Rights	2 Suburban
Other		Violence	Rural
1 Incidentally used		Right to Dissent	RESULTS
2 Considered, but not of prime concern		Political Security	Cognitive Attainment
3 Occasionally recurring theme or intensively studied for short periods		Social Security	Skill Attainment
4 Continuously recurring theme		Quality of Life	Affective Attainment
5 Dominant theme		Pollution	MATERIALS REVISED
* Not available for analysis		Overpopulation	BASED ON RESULTS
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

PROJECT IDENTIFICATION: Amherst Project

CURRICULUM: Committee on the Study of History

DIRECTOR: Richard H. Brown

PROJECT ADDRESS: The Newberry Library, 60 West Walton Street, Chicago, Illinois 60610

PUBLISHER: Addison-Wesley, Sand Hill Road, Menlo Park, California 94025

AVAILABLE FROM: Addison-Wesley, 1970/13 units.

D.C. Heath has published early editions of the project's materials under the series title *New Dimensions in American History*. Public domain issues are in ERIC.

GRADE LEVEL AND STRUCTURE: 9-12. Civics, American Government, American History, Problems of Democracy

SUBJECT AREA: History

COST OF MATERIALS: Thirteen available units, \$.96 each; twenty-seven more in various stages of preparation; teacher's guides free with every ten student units ordered.

Although history serves as the organizing vehicle for the project's two-week units, aspects of American political behavior and international relations are considered in depth. There is no particular structuring or formula which has led to the selection of the content. Rather, the self-sufficient units, which deal with issues, events, and topics, can be used sequentially or independently.

The developers feel that students can best prepare to deal with societal problems and learn about themselves by inquiring into the moral dimensions of man's behavior as well as his strengths and weaknesses. Hypothesis formulation and the validation and testing of generalizations in the light of evidence are the skills the developers feel will lead to this outcome.

Published units of interest to political scientists are *The Embargo of 1807: A Study in Policy-Making*, *Abraham Lincoln and Emancipation: A Man's Dialogue with His Times*, *Hiroshima: A Study in Science, Politics, and the Ethics of War*, *Conscience and the Law: The Uses and Limits of Civil Disobedience*, *God and the Government: Problems of Church*

and State, Imperialism and the Dilemma of Power, Korea and the Limits of Limited War, and Law in America: A Study in the Delicate Balance of Liberty and Order.

Although minimal use is made of secondary and interpretive material, the project advocates neither a particular method of teaching nor an exclusive use of documents. It is suggested, however, that learning is an active process which should proceed from some form of inquiry.

The units seem to demand a fairly high level of reading competence so some caution should be exercised in using them below the eleventh-grade level. The project is currently engaged in preparing materials for disadvantaged and inner-city students.

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INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Amherst Project	
CURRICULUM		Committee on the Study of History	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	AW	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	2 Direction
Publisher	70	International Relations	3 Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6		National	3 Demonstrations
7-8		Local	3 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	AG	Legitimacy	3 Student Materials
11	AH	Authority	4 Films
12	PoD	Power	3 Filmstrips & Slides
SUBJECT AREA		Decision-Making	4 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	His	Leadership	3 Tapes
		Citizenship Representation	3 Transparencies
		Voting	3 Teacher-Student Interaction
		Socialization	3 Discussion
		Interest Groups	2 Questions
MATERIALS		Participation	4 Case Studies
Student Materials	X	Parties	4 Seminars
Teacher Guide	X	Human Rights Freedom	4 Student-Student Interaction
A-V Kit		Equality	4 Role Playing
Tests		Natural Rights	3 Games
FORMAT		Conscience	3 Simulations
Curriculum		Justice	4 Group Discussions
One-year course		Duty	3 Debates
Semester		Change Development	4 Student-Resource Interaction
Units	40	Modernization	4 Readings
Issues		Stability	4 Laboratory
MEDIA UTILIZED		Conflict Pressure	3 Documents
Student Materials	X	Violence	4 Independent Study
Case Studies	X	Resolution	3 Film Loops
Readings	X	Revolution	2 Programmed Instruction
Maps		Institutions	2 Artifacts
Charts		Bureaucracy	2 EVALUATION
Films & Filmstrips		Sovereignty	2 Field Tested
Records		Law	2 TYPES OF SCHOOLS
Tapes		ISSUES	4 Urban
Transparencies		Civil Rights	4 Suburban
Artifacts		Violence	4 Rural
Other		Right to Dissent	4 RESULTS
		Political Security	4 Cognitive Attainment
		Social Security	4 Skill Attainment
		Quality of Life	4 Affective Attainment
		Pollution	3 MATERIALS REVISED
		Overpopulation	4 BASED ON RESULTS
		Poverty & Welfare	4
		International Peace & Law	4
		Drug Use & Abuse	4

1 Incidentally used
2 Considered, but not of prime concern
3 Occasionally recurring theme or intensively studied for short periods
4 Continuously recurring theme
5 Dominant theme
* Not available for analysis

PROJECT IDENTIFICATION: Association of American Geographers

CURRICULUM: High School Geography Project (HSGP)

SPECIFIC TITLE: *Geography in an Urban Age*

PROJECT CLOSED: August 31, 1970

DIRECTOR: Nicholas Helburn

PUBLISHER: Macmillan Company, 866 3rd Avenue, New York, New York 10022

AVAILABLE FROM: Macmillan Company, 1970

GRADE LEVEL AND STRUCTURE: 9-12. Portions would be useful in Civics, American Government, American History, World Culture, Problems of Democracy

SUBJECT AREA: Geography

COST OF MATERIALS:

<i>Unit</i>	<i>Teacher's Kit</i>	<i>Student Manual</i>	<i>Student Resources Book</i>
1	\$240.00	\$	\$2.99
2	52.80	.24	1.50
3	15.00	.20	.75
4	39.90	.18	.48
5	39.75	.24	1.20
6	7.95		1.05

The materials are varied, including transparency masters, textual material, stereograms, charts, and student evaluations. Most of the materials are provided, but a few things would need to be assembled such as maps and films. Included in the *Teacher's Guide* are detailed instructions and the rationale for the teaching activities suggested by the lessons.

HSGP produced a one-year course originally intended for use in the ninth and tenth grades. Parts can, however, be adapted to fit any secondary level. The basic premise of the course is that geography has special ways of looking at the world and at the growing accumulation of facts which helps students understand relationships according to a different order and perspective. As the course is organized around a

settlement theme, it develops much that could properly be called anthropology, economics, history, and political science.

The six units of the course are designed to bring the excitement of geography to the classroom by presenting relevant problems such as city planning, reapportionment, appropriate use of resources, and land use. Major themes which give consideration to the spatial structure of politics, the geographical framework of political hierarchy, variations in the characteristics of territories, and the significance of boundaries should help students understand the interplay between geography and politics.

Inquiry methods which lead the students from evidence to hypothesis are skillfully articulated through the mix of student-teacher interaction which includes collection and evaluation of data, analysis, generalizing, decision-making, and role-playing games. Cognitive, skill, and affective objectives are included.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Association of American Geographers	
CURRICULUM		High School Geography Project (HSGP)	
SPECIFIC TITLE		Geography In An Urban Age	
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	Mac	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	70	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	3 Stories
K-3		American Political Behavior	Pictures
4-6		National	2 Demonstrations
7-8		Local	2 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	AG	Legitimacy	Student Materials
11	AH	Authority	Films
12	WC	Power	Filmstrips & Slides
SUBJECT AREA		Decision-Making	4 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	Geo	Leadership	Tapes
		Citizenship Representation	3 Transparencies
		Voting	3 Teacher-Student Interaction
		Socialization	Discussion
		Interest Groups	4 Questions
MATERIALS		Participation	3 Case Studies
Student Materials	X	Parties	Seminars
Teacher Guide	X	Human Rights Freedom	Student-Student Interaction
A-V Kit	X	Equality	Role Playing
Tests	X	Natural Rights	Games
FORMAT		Conscience	Simulations
Curriculum		Justice	Group Discussions
One-year course	X	Duty	Debates
Semester		Change Development	3 Student-Resource Interaction
Units	X	Modernization	3 Readings
Issues		Stability	Laboratory
MEDIA UTILIZED		Conflict Pressure	Documents
Student Materials	X	Violence	Independent Study
Case Studies	X	Resolution	Film Loops
Readings	X	Revolution	Programmed Instruction
Maps	X	Institutions	Artifacts
Charts	X	Bureaucracy	EVALUATION
Films & Filmstrips	X	Sovereignty	Field Tested
Records	X	Law	TYPES OF SCHOOLS
Tapes		ISSUES	Urban
Transparencies	X	Civil Rights	Suburban
Artifacts		Violence	Rural
Other	X	Right to Dissent	RESULTS
		Political Security	Cognitive Attainment
		Social Security	Skill Attainment
		Quality of Life	Affective Attainment
		Pollution	MATERIALS REVISED
		Overpopulation	BASED ON RESULTS
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

1 Incidentally used
 2 Considered, but not of prime concern
 3 Occasionally recurring theme or intensively studied for short periods
 4 Continuously recurring theme
 5 Dominant theme
 * Not available for analysis

PROJECT IDENTIFICATION: California, University of,
at Berkeley

CURRICULUM: Asian Studies Inquiry Program

DIRECTOR: John U. Michaelis

PROJECT ADDRESS: 2643 Tolman Hall, University of
California, Berkeley, California, 94702

PUBLISHER: Field Educational Publications, 609 Mission,
San Francisco, California 94105

AVAILABLE FROM: Field Educational Publications,
1970/15 units

GRADE LEVEL AND STRUCTURE: 9-12. World Culture

SUBJECT AREA: Social Science/Social Studies

COST OF MATERIALS: Student materials, \$.90 per unit;
teacher's guide, \$.75.

The instructional materials for this curriculum are in the form of a fairly difficult anthology of readings prepared by Asians and by Westerners who have directly observed the Asian scene. They are extremely versatile; the entire set could be used as an area study, or selected pamphlets could supplement a traditional course. Each unit is designed to take one week.

Because they felt the great importance of improving instruction on Asian countries, the developers asked Asian specialists to identify themes, concepts, generalizations, and processes which were then used as the basis for the curriculum planning. It is felt that the acquisition of knowledge about Asia, a worthy goal in itself, should enable students to transfer the ability to synthesize and evaluate to other problems.

The material or "discovery" units are grouped into a series of three, with five units in each, entitled *Asian Thought*, *Traditional Patterns of Asian Life*, and *Change and Challenge in Twentieth Century Asia*,—the last two being the most relevant to political science. All of the units have been developed with emotional as well as logical and informational impact.

Because the student is expected to orient himself to materials and to define, analyze, hypothesize, acquire evidence, test hypotheses, and finally generalize, it is suggested that the teacher should be devoted to the inquiry process. It is also

stated, however, that other styles may be more appropriate to certain goals, and there is emphasis on dialogue between students and teacher, using readings to initiate discussion.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		California, University of, at Berkeley	
CURRICULUM		Asian Studies Inquiry Program	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	STRATEGIES EMPLOYED & EVALUATION INFORMATION
PUBLISHER	F	AREA OF POLITICAL SCIENCE	STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	3 Direction
Publisher	70	International Relations	3 Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	5 Stories
K-3		American Political Behavior	Pictures
4-6		National	Demonstrations
7-8		Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	WC	CONCEPTS	Resource-Student Action
10	WC	Legitimacy	4 Student Materials
11	WC	Authority	4 Films
12	WC	Power	4 Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	Leadership	3 Tapes
MATERIALS		Citizenship Representation	Transparencies
Student Materials	X	Voting	Teacher-Student Interaction
Teacher Guide	X	Socialization	Discussion
A-V Kit		Interest Groups	Questions
Tests		Participation	Case Studies
FORMAT		Parties	Seminars
Curriculum		Human Rights Freedom	Student-Student Interaction
One-year course		Equality	2 Role Playing
Semester		Natural Rights	2 Games
Units	X	Conscience	3 Simulations
Issues		Justice	3 Group Discussions
MEDIA UTILIZED		Duty	3 Debates
Student Materials	X	Change Development	4 Student-Resource Interaction
Case Studies		Modernization	Readings
Readings	X	Stability	Laboratory
Maps		Conflict Pressure	Documents
Charts		Violence	Independent Study
Films & Filmstrips		Resolution	Film Loops
Records		Revolution	Programmed Instruction
Tapes		Institutions	Artifacts
Transparencies		Bureaucracy	EVALUATION
Artifacts		Sovereignty	Field Tested
Other		Law	TYPES OF SCHOOLS
1 Incidentally used		ISSUES	Urban
2 Considered, but not of prime concern		Civil Rights	Suburban
3 Occasionally recurring theme or intensively studied for short periods		Violence	Rural
4 Continuously recurring theme		Right to Dissent	RESULTS
5 Dominant theme		Political Security	Cognitive Attainment
* Not available for analysis		Social Security	Skill Attainment
		Quality of Life	Affective Attainment
		Pollution	MATERIALS REVISED
		Overpopulation	BASED ON RESULTS
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

PROJECT IDENTIFICATION: California, University of,
at Los Angeles

CURRICULUM: The Committee on Civic Education

DIRECTORS: Richard F. Longaker and Charles N. Quigley

PROJECT ADDRESS: School of Law, University of
California at Los Angeles, Los Angeles, California 90024

PUBLISHER: Ginn and Company, Boston, Massachusetts
02117

AVAILABLE FROM: Ginn and Company, 1967

GRADE LEVEL AND STRUCTURE: 4-12. Social Studies,
Civics, American Government, Problems of Democracy

SUBJECT AREA: Political Science (Law)

COST OF MATERIALS: 5th grade: student materials,
\$2.12; teacher's guide, \$2.00. 7th grade: student materials,
\$2.12; teacher's guide, \$2.52. Secondary: student materials,
\$1.68; teacher's guide, \$1.68.

The materials developed by this project can, by careful adaptation, be used at levels other than those for which they were designed. *Your Rights and Responsibilities as an American Citizen*, although intended for elementary, has been used with success as high as the eighth grade; and the junior high material, *Conflict, Politics, and Freedom*, and senior high, *Voices for Justice*, have been used at upper elementary level. The various units can take from two to six weeks, depending on the grade level at which they are employed and the extent of in-depth consideration that is desired.

The major aim of the committee in its curriculum program has been to facilitate a thorough understanding of the conflicts related to individual rights and the policy process; the need for balance between these rights; and the recognition of the management of conflict as central to democratic decision-making. The acquisition of intellectual skills that will enhance abilities to deal intelligently with these issues as adult participants in the political process is stressed, rather than large amounts of factual information.

Your Rights and Responsibilities as an American Citizen includes several aspects of the Bill of Rights—due process of law, liberty under law, freedom of religion, freedom of expression, and equal protection of the law. A second effort by the

Committee, *Conflict, Politics, and Freedom*, considers the theme of political conflict and its management. The materials are based on the premises that conflict is inevitable; that it must be accepted, not repressed, in a free society; but that it is destructive if not properly managed. The transition from an authoritarian political system to a constitutional democracy, sources of and acceptable limits to conflict, and various processes by which conflict is managed are discussed. The secondary material, originally called *Practice in Democratic Procedure*, has been renamed *Voices for Justice*. All levels of material are being prepared in Spanish.

It is suggested that the Socratic method, case studies, discussions, and role-playing activities are suitable ways to help implement the materials. No answers are given to the many controversial questions raised. The objective is to help students understand the issues, discover values and considerations that are relevant, and to arrive at their own tentative conclusions.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		California, University of, at Los Angeles			
CURRICULUM		Committee on Civic Education			
SPECIFIC TITLE					
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS		STRATEGIES EMPLOYED & EVALUATION INFORMATION	
PUBLISHER	G	AREA OF POLITICAL SCIENCE		STRATEGIES	
AVAILABLE FROM		Political Theory		Teacher-Student Action	
Project		Public Law	5	Direction	X
Publisher	67	International Relations		Exposition	X
GRADE LEVEL & STRUCTURE		Comparative Government		Stories	
K-3		American Political Behavior		Pictures	
4-6		National		Demonstrations	
7-8		Local		Questions	X
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS		Resource-Student Action	
10 Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	AG	Legitimacy	4	Student Materials	X
11 Sci./Soc. St.)	AG	Authority	4	Films	X
12	PoD	Power	3	Filmstrips & Slides	
SUBJECT AREA		Decision-Making	4	Records	
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	PSc	Leadership	3	Tapes	
		Citizenship		Transparencies	
		Representation		Teacher-Student Interaction	
		Voting		Discussion	X
		Socialization	2	Questions	X
		Interest Groups		Case Studies	X
		Participation	4	Seminars	X
		Parties			
		Human Rights			
		Freedom	4	Student-Student Interaction	
		Equality	4	Role Playing	X
		Natural Rights	1	Games	X
		Conscience	3	Simulations	X
		Justice	4	Group Discussions	X
		Duty	3	Debates	X
		Change		Student-Resource Interaction	
		Development		Readings	X
		Modernization		Laboratory	X
		Stability	2	Documents	
		Conflict		Independent Study	
		Pressure	5	Film Loops	
		Violence	3	Programmed Instruction	
		Resolution		Artifacts	
		Revolution			
		Institutions	3	EVALUATION	
		Bureaucracy		Field Tested	X
		Sovereignty		TYPES OF SCHOOLS	
		Law	5	Urban	X
		ISSUES		Suburban	X
		Civil Rights	5	Rural	X
		Violence	2	RESULTS	
		Right to Dissent	4	Cognitive Attainment	X
		Political Security	2	Skill Attainment	X
		Social Security	1	Affective Attainment	X
		Quality of Life		MATERIALS REVISED BASED ON RESULTS	X
		Pollution			
		Overpopulation			
		Poverty & Welfare			
		International Peace & Law			
		Drug Use & Abuse			
1 Incidentally used					
2 Considered, but not of prime concern					
3 Occasionally recurring theme or intensively studied for short periods					
4 Continuously recurring theme					
5 Dominant theme					
* Not available for analysis					

PROJECT IDENTIFICATION: Carnegie-Mellon University
CURRICULUM: Education Systems Research Project
DIRECTORS: Robert L. Ciaburri and Mitchell P. Lichtenberg

PROJECT ADDRESS: 240 Baker Hall, Carnegie-Mellon University, Schenley Park, Pittsburgh, Pennsylvania 15213

PUBLISHER: None

AVAILABLE FROM: Information available from the project

GRADE LEVEL AND STRUCTURE: 9-12. Civics, American Government, American History, Problems of Democracy

SUBJECT AREA: History

COST OF MATERIALS: Information available from the project

This project is developing curricular units for secondary and college American history courses. No previous technical expertise on the part of the student is necessary. Access to a teletype, a computer, and appropriate data is necessary.

The developers feel that motivational essays, documents, and historical descriptions will encourage students to develop a set of hypotheses which they can test, using the computer resources. The emphasis is on getting students to rely on their own resourcefulness and ingenuity to ask appropriate questions and manipulate pertinent data.

A prototype model using historical data illustrates ESRP's approach. The model contains comprehensive biographical data for all Congressmen who held office from 1829 through 1860. Approximately five-thousand roll-call votes are included, as well as a set of informational essays, readings, and documents.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Carnegie-Mellon University	
CURRICULUM		Education Systems Research Project	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	X	AREA OF POLITICAL SCIENCE	* STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher		International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6		National	Demonstrations
7-8		Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	* Resource-Student Action
10	AG	Legitimacy	Student Materials
11	AH	Authority	Films
12	PoD	Power	Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	His	Leadership	Tapes
		Citizenship	Transparencies
		Voting	Teacher-Student Interaction
		Socialization	Discussion
MATERIALS		Interest Groups	Questions
Student Materials	X	Participation	Case Studies
Teacher Guide	X	Parties	Seminars
A-V Kit		Human Rights	Student-Student Interaction
Tests		Equality	Role Playing
FORMAT		Natural Rights	Games
Curriculum		Conscience	Simulations
One-year course		Justice	Group Discussions
Semester		Duty	Debates
Units	X	Change	Student-Resource Interaction
Issues		Modernization	Readings
		Stability	Laboratory
MEDIA UTILIZED		Conflict	Documents
Student Materials	X	Pressure	Independent Study
Case Studies		Violence	Film Loops
Readings	X	Resolution	Programmed Instruction
Maps		Revolution	Artifacts
Charts		Institutions	EVALUATION
Films & Filmstrips		Bureaucracy	* Field Tested
Records		Sovereignty	TYPES OF SCHOOLS
Tapes		Law	Urban
Transparencies		ISSUES	Suburban
Artifacts		Civil Rights	Rural
Other	X	Violence	RESULTS
		Right to Dissent	* Cognitive Attainment
		Political Security	Skill Attainment
		Social Security	Affective Attainment
		Quality of Life	MATERIALS REVISED
		Pollution	BASED ON RESULTS
		Overpopulation	
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

1 Incidentally used
2 Considered, but not of prime concern
3 Occasionally recurring theme or intensively studied for short periods
4 Continuously recurring theme
5 Dominant theme
* Not available for analysis

PROJECT IDENTIFICATION: Carnegie-Mellon University
CURRICULUM: Project Africa
DIRECTOR: Barry K. Beyer
PROJECT ADDRESS: Baker Hall, Carnegie-Mellon
 University, Schenley Park, Pittsburgh, Pennsylvania 15213
PUBLISHER: Thomas Y. Crowell, 201 Park Avenue South,
 New York, New York 10022
AVAILABLE FROM: Thomas Y. Crowell, 1971
GRADE LEVEL AND STRUCTURE: 7-10, 12. World Cul-
 ture
SUBJECT AREA: Social Science/Social Studies
COST OF MATERIALS: Information available from
 publisher

Project Africa materials provide a framework for the study of Africa south of the Sahara. Although this framework is a self-contained, one-semester program, the parts are designed to be complete in themselves; so they may be used alone or as supplementary material in existing courses.

The ultimate purpose of this curriculum is to prepare students to participate effectively in a changing world by giving them knowledge of their own and other cultures, by leading them to an understanding of selected concepts drawn from the social sciences, by fostering their intellectual abilities and skills, and by encouraging attitudes and values supportive of these.

The material is divided into three topics, each of which consists of a number of units composed of from one to five daily learning activities. The entire framework is designed to pose and answer the questions "Who are the peoples of Africa?", "What forces have shaped their development?", and "What are they becoming?" Study of each of these topics is designed to develop a number of generalizations about human behavior, culture, and institutions in Africa—generalizations that could ultimately be useful in developing even broader generalizations descriptive of human behavior in general.

Project Africa suggests a wide variety of activities to involve the learner in the active process of inquiry. The general pattern of the materials is to have the students identify and clarify a purpose for inquiring; build tentative hypotheses; test them

against raw data, which are to be classified and synthesized; draw conclusions which are applied to new data; and develop meaningful generalizations.

Units for use in a twelfth-grade course following a similar pattern have been prepared. A bibliography of all new material is now available from Thomas Y. Crowell, which will also publish a revised version of the seventh- through tenth-grade program in 1971.

The final report and copies of all material may also be obtained from ERIC.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Carnegie-Mellon University	
CURRICULUM		Project Africa	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	C	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	71	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	5 Stories
K-3		American Political Behavior	Pictures
4-6		National	Demonstrations
7-8	WC	Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	WC	CONCEPTS	Resource-Student Action
10	WC	Legitimacy	Student Materials
11		Authority	2 Films
12	WC	Power	2 Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	Leadership	3 Tapes
		Citizenship	Transparencies
		Representation	Teacher-Student Interaction
		Voting	Discussion
		Socialization	Questions
		Interest Groups	Case Studies
		Participation	Seminars
		Parties	Student-Student Interaction
		Human Rights	Natural Rights
		Equality	Conscience
			Justice
			Duty
		Change	Development
		Modernization	4 Debates
		Stability	4 Student-Resource Interaction
		Conflict	Readings
		Pressure	Laboratory
		Violence	Documents
		Resolution	Independent Study
		Revolution	Film Loops
		Institutions	3 Programmed Instruction
		Bureaucracy	Artifacts
		Sovereignty	EVALUATION
		Law	Field Tested
		ISSUES	TYPES OF SCHOOLS
		Civil Rights	Urban
		Violence	Suburban
		Right to Dissent	Rural
		Political Security	RESULTS
		Social Security	Cognitive Attainment
		Quality of Life	Skill Attainment
		Pollution	Affective Attainment
		Overpopulation	MATERIALS REVISED
		Poverty & Welfare	BASED ON RESULTS
		International Peace & Law	
		Drug Use & Abuse	
1 Incidentally used			
2 Considered, but not of prime concern			
3 Occasionally recurring theme or intensively studied for short periods			
4 Continuously recurring theme			
5 Dominant theme			
* Not available for analysis			

PROJECT IDENTIFICATION: Carnegie-Mellon University
CURRICULUM: Slow Learner Project

DIRECTORS: Edwin Fenton and Anthony N. Penna

PROJECT ADDRESS: Baker Hall, Carnegie-Mellon
 University, Schenley Park, Pittsburgh, Pennsylvania 15213

PUBLISHER: Holt, Rinehart, and Winston, 383 Madison
 Avenue, New York, New York 10017

AVAILABLE FROM: Holt, Rinehart, and Winston, 1970

GRADE LEVEL AND STRUCTURE: 8-9. American History, Civics

SUBJECT AREA: History

COST OF MATERIALS: Student materials, \$6.84; teacher's guide, workbooks, and tests available; A.V. kit, \$188.00.

The developers believe that slow learners can learn when learning tasks are appropriate to their abilities and aspirations. These learners have special characteristics which become clearly apparent when they must cope with the traditional, narrative text and the lecture-recitation approach to teaching social studies. Frustrations quickly arise with difficult vocabulary, reliance on the printed word, and the use of high level abstractions and generalizations. For the slow learner, then, priorities have been revised. Developing a positive self-concept, positive attitudes toward learning, clarification of values and the development of inquiry skills get the major attention before the students are given an opportunity to develop social studies skills and apply social studies terms and concepts.

Chapters in the Grade 8 course, titled *The Americans*, which are most interesting to political scientists are "The American Revolution," "Process of Government," "Growth of Democracy," "The Nation Expands," "Rise of the Cities," "Immigration," "Response of Government," "Living in Modern Cities," "Protest and Change," and "The United States and the World." The experimental version of the ninth-grade course in civic education has been written and is presently receiving a trial in selected schools.

A variety of learning activities have been developed by which the teacher can aid the students to gain a sense of per-

sonal efficacy, responsibility, and belonging. In addition, the students receive training in using inquiry skills from recognizing problems; formulating hypotheses; recognizing logical implications; gathering, analyzing, and interpreting data; and making generalizations.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Carnegie-Mellon University	
CURRICULUM		Slow Learner Project	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	Ho	AREA OF POLITICAL SCIENCE	STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	70	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	1 Stories
K-3		American Political Behavior	Pictures
4-6		National	4 Demonstrations
7-8	AH	Local	5 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10		Legitimacy	Student Materials
11		Authority	Films
12		Power	Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	His	Leadership	Tapes
		Citizenship Representation	3 Transparencies
		Voting	2 Teacher-Student Interaction
		Socialization	3 Discussion
		Interest Groups	1 Questions
		Participation	2 Case Studies
		Parties	3 Seminars
		Human Rights Freedom	2 Student-Student Interaction
		Equality	3 Role Playing
		Natural Rights	Games
		Conscience	Simulations
		Justice	4 Group Discussions
		Duty	Debates
		Change Development	Student-Resource Interaction
		Modernization	Readings
		Stability	Laboratory
		Conflict Pressure	3 Documents
		Violence	1 Independent Study
		Resolution	Film Loops
		Revolution	Programmed Instruction
		Institutions	Artifacts
		Bureaucracy	EVALUATION
		Sovereignty	Field Tested
		Law	TYPES OF SCHOOLS
		ISSUES	Urban
		Civil Rights	Suburban
		Violence	Rural
		Right to Dissent	RESULTS
		Political Security	Cognitive Attainment
		Social Security	Skill Attainment
		Quality of Life	Affective Attainment
		Pollution	MATERIALS REVISED
		Overpopulation	BASED ON RESULTS
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

1 Incidentally used
2 Considered, but not of prime concern
3 Occasionally recurring theme or intensively studied for short periods
4 Continuously recurring theme
5 Dominant theme
* Not available for analysis

PROJECT IDENTIFICATION: Carnegie-Mellon University

CURRICULUM: Social Studies Curriculum Project

SPECIFIC TITLE: *Comparative Political Systems*

DIRECTOR: Edwin Fenton

PROJECT ADDRESS: Carnegie Social Studies Curriculum
Development Center, Carnegie-Mellon University,
Schenley Park, Pittsburgh, Pennsylvania 15213

PUBLISHER: Holt, Rinehart and Winston, 383 Madison
Avenue, New York, New York 10017

AVAILABLE FROM: Holt, Rinehart, and Winston, 1967.
A revised edition will be available in January, 1972.

GRADE LEVEL AND STRUCTURE: 9-12. Civics, American Government, American History, Problems of Democracy

SUBJECT AREA: Political Science

COST OF MATERIALS: Student materials, \$3.80; teacher's guide, \$3.08; A.V. kit, \$110.00; tests, \$.88.

The materials for the four-year curriculum, of which *Comparative Political Systems* is one semester, were originally designed for the top 20 per cent of the class. The publisher made substantial revisions, however, simplifying vocabulary, phraseology, and content to make the materials more suitable for the average student's needs.

The general objectives of the curriculum are to aid individual students to develop to the limit of their ability into independent thinkers and responsible participants in democratic processes. Students involved in this curriculum should also be equipped to pass college boards and do the independent research demanded by employers.

The developers use an inquiry approach and organize content around social science concepts. These concepts form the basis of the development of analytical questions which can lead to the formation of useful hypotheses. Teachers play a major role by utilizing a controlled technique called "directed discussion" in leading students toward making data-supported generalizations.

The *Comparative Political Systems* text, designed for a one-semester course, is divided into sixty readings, each of which

contains at least one piece of source material. Consistently asking themselves the questions, "Who are the leaders?", "How are decisions made?", "What is the role of the individual citizen?", "What is the ideology underlying the political system?", the students look at primitive and developed societies. They also examine the ways in which civil rights are protected and study voting behavior, alienation, dissent, and participation in the American and Soviet systems.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Carnegie-Mellon University	
CURRICULUM		Social Studies Curriculum Project	
SPECIFIC TITLE		Comparative Political Systems	
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	Ho	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	3 Direction
Publisher	67	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	5 Stories
K-3		American Political Behavior	Pictures
4-6		National	2 Demonstrations
7-8		Local	2 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	AG	Legitimacy	Student Materials
11	AH	Authority	3 Films
12	PoD	Power	2 Filmstrips & Slides
SUBJECT AREA		Decision-Making	4 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	PSc	Leadership	4 Tapes
		Citizenship Representation	3 Transparencies
		Voting	3 Teacher-Student Interaction
		Socialization	3 Discussion
MATERIALS		Interest Groups	Questions
Student Materials	X	Participation	3 Case Studies
Teacher Guide	X	Parties	Seminars
A-V Kit	X	Human Rights Freedom	2 Student-Student Interaction
Tests	X	Equality	2 Role Playing
FORMAT		Natural Rights	Games
Curriculum		Conscience	2 Simulations
One-year course		Justice	2 Group Discussions
Semester	X	Duty	2 Debates
Units		Change Development	2 Student-Resource Interaction
Issues		Modernization	2 Readings
		Stability	Laboratory
MEDIA UTILIZED		Conflict Pressure	Documents
Student Materials	X	Violence	Independent Study
Case Studies	X	Resolution	Film Loops
Readings	X	Revolution	Programmed Instruction
Maps	X	Institutions	Artifacts
Charts	X	Bureaucracy	EVALUATION
Films & Filmstrips	X	Sovereignty	Field Tested
Records	X	Law	TYPES OF SCHOOLS
Tapes		ISSUES	Urban
Transparencies	X	Civil Rights	Suburban
Artifacts		Violence	Rural
Other	X	Right to Dissent	RESULTS
		Political Security	Cognitive Attainment
		Social Security	Skill Attainment
		Quality of Life	Affective Attainment
		Pollution	MATERIALS REVISED
		Overpopulation	BASED ON RESULTS
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	
1 Incidentally used			
2 Considered, but not of prime concern			
3 Occasionally recurring theme or intensively studied for short periods			
4 Continuously recurring theme			
5 Dominant theme			
* Not available for analysis			

PROJECT IDENTIFICATION: Carnegie-Mellon University
CURRICULUM: Social Studies Curriculum Project
SPECIFIC TITLE: *Humanities in Three Cities*
DIRECTOR: Edwin Fenton
PROJECT ADDRESS: Carnegie Social Studies Curriculum
 Development Center, Carnegie-Mellon University,
 Schenley Park, Pittsburgh, Pennsylvania 15213
PUBLISHER: Holt, Rinehart, and Winston, 383 Madison
 Avenue, New York, New York 10017
AVAILABLE FROM: Holt, Rinehart, and Winston, 1969
GRADE LEVEL AND STRUCTURE: 12. World Culture
SUBJECT AREA: History
COST OF MATERIALS: Student materials, \$5.28; teacher's
 guide, \$2.80; A.V. kit, \$110.00; tests, \$.88.

For general information concerning this one-semester course, please see the data sheet on Carnegie-Mellon University, *Comparative Political Systems*, paragraphs one, two, and three.

The realities of the political, economic, and social systems as well as conceptions of the good man, the good society, and the good life are considered as they reveal themselves in the artistic and literary works of ancient Athens, Renaissance Florence, and modern New York City. This course really constitutes the culmination of the entire Carnegie-Mellon curriculum, and although each course can be used separately, the materials have been developed so that what students learn in one course is expanded, reinforced, and utilized in succeeding courses.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Carnegie-Mellon University	
CURRICULUM		Social Studies Curriculum Project	
SPECIFIC TITLE		Humanities in Three Cities	
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	Ho	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	4 Teacher-Student Action
Project		Public Law	2 Direction
Publisher	69	International Relations	1 Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	3 Stories
K-3		American Political Behavior	Pictures
4-6		National	Demonstrations
7-8		Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		CONCEPTS	Resource-Student Action
10		Legitimacy	2 Student Materials
11		Authority	2 Films
12	WC	Power	2 Filmstrips & Slides
SUBJECT AREA		Decision-Making	2 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	His	Leadership	2 Tapes
		Citizenship	2 Representations
		Voting	2
		Socialization	3
MATERIALS		Interest Groups	Discussion
Student Materials	X	Participation	2 Questions
Teacher Guide	X	Parties	2 Case Studies
A-V Kit	X	Human Rights	4 Seminars
Tests	X	Equality	4 Student-Student Interaction
FORMAT		Natural Rights	4 Role Playing
Curriculum		Conscience	Games
One-year course		Justice	4 Simulations
Semester	X	Duty	Group Discussions
Units		Change	Development
Issues		Modernization	Debates
		Stability	Student-Resource Interaction
MEDIA UTILIZED		Conflict	Pressure
Student Materials	X	Violence	Readings
Case Studies	X	Resolution	Laboratory
Readings	X	Revolution	Documents
Maps	X	Institutions	Independent Study
Charts	X	Bureaucracy	Film Loops
Films & Filmstrips	X	Sovereignty	Programmed Instruction
Records	X	Law	Artifacts
Tapes		ISSUES	EVALUATION
Transparencies	X	Civil Rights	Field Tested
Artifacts		Violence	TYPES OF SCHOOLS
Other	X	Right to Dissent	Urban
		Political Security	Suburban
		Social Security	Rural
		Quality of Life	RESULTS
		Pollution	Cognitive Attainment
		Overpopulation	Skill Attainment
		Poverty & Welfare	Affective Attainment
		International Peace & Law	MATERIALS REVISED
		Drug Use & Abuse	BASED ON RESULTS

1 Incidentally used
2 Considered, but not of prime concern
3 Occasionally recurring theme or intensively studied for short periods
4 Continuously recurring theme
5 Dominant theme
* Not available for analysis

PROJECT IDENTIFICATION: Carnegie-Mellon University

CURRICULUM: Social Studies Curriculum Project

SPECIFIC TITLE: *A New History of the United States*

DIRECTOR: Edwin Fenton

PROJECT ADDRESS: Carnegie Social Studies Curriculum
Development Center, Carnegie-Mellon University,
Schenley Park, Pittsburgh, Pennsylvania 15213

PUBLISHER: Holt, Rinehart and Winston, 383 Madison
Avenue, New York, New York 10017

AVAILABLE FROM: Holt, Rinehart and Winston, 1969

GRADE LEVEL AND STRUCTURE: 11. American
History

SUBJECT AREA: History

COST OF MATERIALS: Student materials, \$7.72; teacher's
guide, \$3.96; A.V. kit, \$198.00; tests, \$.88.

For general information concerning this one-year course,
please see the data sheet on Carnegie-Mellon University, *Com-
parative Political Systems*, paragraphs one, two, and three.

The eleventh-grade American history segment of the
Carnegie-Mellon curriculum focuses on the growth, change,
and development of the American economic, political, and
social systems, and the reflection of this growth in the intellec-
tual tradition. The course begins with the same introduction
to history used in the previous course and ends with specula-
tion about the future.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Carnegie-Mellon University	
CURRICULUM		Social Studies Curriculum Project	
SPECIFIC TITLE		A New History of the United States	
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	Ho	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	69	International Relations	3 Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6		National	5 Demonstrations
7-8		Local	5 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		CONCEPTS	Resource-Student Action
10		Legitimacy	3 Student Materials
11	AH	Authority	3 Films
12		Power	3 Filmstrips & Slides
SUBJECT AREA		Decision-Making	3 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	His	Leadership	3 Tapes
		Citizenship	2 Transparencies
		Representation	2 Teacher-Student Interaction
		Voting	2 Discussion
		Socialization	4 Questions
		Interest Groups	2 Case Studies
MATERIALS		Participation	2 Seminars
Student Materials	X	Parties	4 Student-Student Interaction
Teacher Guide	X	Human Rights	3 Role Playing
A-V Kit	X	Freedom	3 Games
Tests	X	Equality	3 Simulations
FORMAT		Natural Rights	3 Group Discussions
Curriculum		Conscience	3 Debates
One-year course	X	Justice	2 Student-Resource Interaction
Semester		Duty	3 Readings
Units		Change	2 Laboratory
Issues		Development	2 Documents
		Modernization	3 Independent Study
		Stability	3 Film Loops
MEDIA UTILIZED		Conflict	4 Programmed Instruction
Student Materials	X	Pressure	4 Artifacts
Case Studies	X	Violence	EVALUATION
Readings	X	Resolution	Field Tested
Maps	X	Revolution	3 TYPES OF SCHOOLS
Charts	X	Institutions	2 Urban
Films & Filmstrips	X	Bureaucracy	3 Suburban
Records	X	Sovereignty	4 Rural
Tapes		Law	RESULTS
Transparencies	X	ISSUES	Cognitive Attainment
Artifacts		Civil Rights	Skill Attainment
Other	X	Violence	Affective Attainment
		Right to Dissent	MATERIALS REVISED
		Political Security	BASED ON RESULTS
		Social Security	X
		Quality of Life	
		Pollution	
		Overpopulation	
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	
1 Incidentally used			
2 Considered, but not of prime concern			
3 Occasionally recurring theme or intensively studied for short periods			
4 Continuously recurring theme			
5 Dominant theme			
* Not available for analysis			

PROJECT IDENTIFICATION: Carnegie-Mellon University

CURRICULUM: Social Studies Curriculum Project

SPECIFIC TITLE: *The Shaping of Western Society*

DIRECTOR: Edwin Fenton

PROJECT ADDRESS: Carnegie Social Studies Curriculum
Development Center, Carnegie-Mellon University,
Schenley Park, Pittsburgh, Pennsylvania 15213

PUBLISHER: Holt, Rinehart, and Winston, 383 Madison
Avenue, New York, New York 10017

AVAILABLE FROM: Holt, Rinehart, and Winston, 1968

GRADE LEVEL AND STRUCTURE: 10. World Culture

SUBJECT AREA: Economics, Political Science, and
Sociology

COST OF MATERIALS: Student materials, \$5.56; teacher's
guide, \$3.40; A.V. kit, \$150.40; tests, \$1.16.

For general information concerning this curriculum, please
see the data sheet on Carnegie-Mellon University, *Comparative
Political Systems*, paragraphs one, two, and three.

The one-semester course, *Shaping of Western Society*, is a
study of change in four areas of societal development: the
economic system, social organizations, politics, and patterns
of thought. The values and thought patterns of ancient cul-
tures, nationalism, and modern warfare, and the concepts of
equality, Russian totalitarianism, and German Nazism, are
all factors suggested as affecting both the Western and the
Eastern worlds.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Carnegie-Mellon University	
CURRICULUM		Social Studies Curriculum Project	
SPECIFIC TITLE		The Shaping of Western Society	
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	STRATEGIES EMPLOYED & EVALUATION INFORMATION
PUBLISHER	Ho	AREA OF POLITICAL SCIENCE	STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	68	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	5 Stories
K-3		American Political Behavior	Pictures
4-6		National	Demonstrations
7-8		Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	WC	CONCEPTS	Resource-Student Action
10		Legitimacy	3 Student Materials
11		Authority	3 Films
12		Power	3 Filmstrips & Slides
SUBJECT AREA		Decision-Making	2 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	Eco PSc Soc	Leadership	3 Tapes
MATERIALS		Citizenship Representation	Transparencies
Student Materials	X	Voting	Teacher-Student Interaction
Teacher Guide	X	Socialization	Discussion
A-V Kit	X	Interest Groups	Questions
Tests	X	Participation	Case Studies
FORMAT		Parties	Seminars
Curriculum		Human Rights Freedom	3 Student-Student Interaction
One-year course		Equality	3 Role Playing
Semester	X	Natural Rights	2 Games
Units		Conscience	2 Simulations
Issues		Justice	4 Group Discussions
MEDIA UTILIZED		Duty	5 Debates
Student Materials	X	Change Development	5 Student-Resource Interaction
Case Studies	X	Modernization	3 Readings
Readings	X	Stability	3 Laboratory
Maps	X	Conflict Pressure	3 Documents
Charts	X	Violence	3 Independent Study
Films & Filmstrips	X	Resolution	3 Film Loops
Records	X	Revolution	3 Programmed Instruction
Tapes		Institutions	4 Artifacts
Transparencies	X	Bureaucracy	3 EVALUATION
Artifacts		Sovereignty	3 Field Tested
Other	X	Law	3 TYPES OF SCHOOLS
		ISSUES	3 Urban
		Civil Rights	3 Suburban
		Violence	3 Rural
		Right to Dissent	3 RESULTS
		Political Security	3 Cognitive Attainment
		Social Security	3 Skill Attainment
		Quality of Life	3 Affective Attainment
		Pollution	3 MATERIALS REVISED
		Overpopulation	3 BASED ON RESULTS
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

1 Incidentally used
 2 Considered, but not of prime concern
 3 Occasionally recurring theme or intensively studied for short periods
 4 Continuously recurring theme
 5 Dominant theme
 * Not available for analysis

PROJECT IDENTIFICATION: Carnegie-Mellon University

CURRICULUM: Social Studies Curriculum Project

SPECIFIC TITLE: *Tradition and Change in Four Societies*

DIRECTOR: Edwin Fenton

PROJECT ADDRESS: Carnegie Social Studies Curriculum
Development Center, Carnegie-Mellon University,
Schenley Park, Pittsburgh, Pennsylvania 15213

PUBLISHER: Holt, Rinehart, and Winston, 383 Madison
Avenue, New York, New York 10017

AVAILABLE FROM: Holt, Rinehart, and Winston, 1968

GRADE LEVEL AND STRUCTURE: 10. World Culture

SUBJECT AREA: History, Political Science

COST OF MATERIALS: Student materials, \$5.56; teacher's
guide, \$3.08; A.V. kit, \$132.00; tests, \$.88.

For general information concerning this curriculum, please
see the data sheet on Carnegie-Mellon University, *Comparative
Political Systems*, paragraphs one, two, and three.

Tradition and Change in Four Societies examines the tradi-
tional society, the impact of Western institutions, technology,
and ideas, and one major contemporary problem each in South
Africa, Brazil, India, and China. A major effort is made to
study the problem of race relations and its implications in
Africa and Brazil.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Carnegie-Mellon University			
CURRICULUM		Social Studies Curriculum Project			
SPECIFIC TITLE		Tradition and Change in Four Societies			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS		STRATEGIES EMPLOYED & EVALUATION INFORMATION	
PUBLISHER	Ho	AREA OF POLITICAL SCIENCE		STRATEGIES	
AVAILABLE FROM		Political Theory		Teacher-Student Action	
Project		Public Law		Direction	X
Publisher	68	International Relations		Exposition	X
GRADE LEVEL & STRUCTURE		Comparative Government	5	Stories	
K-3		American Political Behavior		Pictures	
4-6		National		Demonstrations	
7-8		Local		Questions	X
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	WC	CONCEPTS		Resource-Student Action	
10		Legitimacy	3	Student Materials	X
11		Authority	3	Films	X
12		Power	3	Filmstrips & Slides	X
SUBJECT AREA		Decision-Making	2	Records	X
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	His PSc	Leadership	3	Tapes	
		Citizenship		Transparencies	X
		Representation		Teacher-Student Interaction	
		Voting		Discussion	X
		Socialization		Questions	X
		Interest Groups		Case Studies	X
MATERIALS		Participation		Seminars	
Student Materials	X	Parties			
Teacher Guide	X	Human Rights			
A-V Kit	X	Freedom	3		
Tests	X	Equality	4	Student-Student Interaction	
FORMAT		Natural Rights	2	Role Playing	X
Curriculum		Conscience		Games	
One-year course		Justice		Simulations	
Semester	X	Duty	4	Group Discussions	X
Units		Change		Debates	X
Issues		Development	3		
		Modernization	3	Student-Resource Interaction	
		Stability	3	Readings	X
MEDIA UTILIZED		Conflict		Laboratory	
Student Materials	X	Pressure		Documents	X
Case Studies	X	Violence	3	Independent Study	X
Readings	X	Resolution	4	Film Loops	
Maps	X	Revolution	2	Programmed Instruction	
Charts	X	Institutions	4	Artifacts	
Films & Filmstrips	X	Bureaucracy			
Records	X	Sovereignty			
Tapes		Law		EVALUATION	
Transparencies	X	ISSUES		Field Tested	X
Artifacts		Civil Rights	4	TYPES OF SCHOOLS	
Other	X	Violence		Urban	X
		Right to Dissent		Suburban	X
		Political Security		Rural	
		Social Security		RESULTS	
		Quality of Life		Cognitive Attainment	X
		Pollution		Skill Attainment	X
		Overpopulation		Affective Attainment	
		Poverty & Welfare			
		International Peace & Law		MATERIALS REVISED	
		Drug Use & Abuse		BASED ON RESULTS	X

1 Incidentally used
 2 Considered, but not of prime concern
 3 Occasionally recurring theme or intensively studied for short periods
 4 Continuously recurring theme
 5 Dominant theme
 * Not available for analysis

PROJECT IDENTIFICATION: Center for Study of Instruction

CURRICULUM: The Social Sciences: Concepts and Values

DIRECTOR: Paul Brandwein

PROJECT ADDRESS: The Center for the Study of Instruction, Harcourt, Brace, and World Building, 1000 Geary, San Francisco, California 94109

PUBLISHER: Harcourt, Brace, and World, 757 Third Avenue, New York, New York 10017

AVAILABLE FROM: Harcourt, Brace, and World, 1970/7 grades

GRADE LEVEL AND STRUCTURE: K-9. Social Science/Social Studies

SUBJECT AREA: Social Science/Social Studies

COST OF MATERIALS: Levels 1-4: student materials, \$2.85-\$3.96; teacher's guide, \$2.85-\$3.96. Level 5: student materials, \$4.20; teacher's guide, \$4.20. Level 6: student materials, \$4.50, teacher's guide, \$4.50. Unit tests, posters, and searchbooks are available for levels 4, 5, and 6.

The purpose of this project is to develop a sequential series of materials organized around key social science concepts and values. It is those concepts that describe, discuss, and explain man as a social being, and those values that make him human that make up the substance of the course. The content for the sequence is drawn from the social sciences and is structured to relate to the child's experience in a planned and consistent way to facilitate student discovery of orderly explanations of human nature.

Much of the material is directly related to the investigation and nature of personal responsibility, responsibility for mankind, and responsibility for government.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Center for Study of Instruction	
CURRICULUM		The Social Studies: Concepts and Values	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	STRATEGIES EMPLOYED & EVALUATION INFORMATION
PUBLISHER	H	AREA OF POLITICAL SCIENCE	STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	70	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3	X	American Political Behavior	Pictures
4-6	X	National	3 Demonstrations
7-8	X	Local	3 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	X	CONCEPTS	Resource-Student Action
10		Legitimacy	3 Student Materials
11		Authority	3 Films
12		Power	2 Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	Leadership	Tapes
		Citizenship Representation	3 Transparencies
		Voting	3
		Socialization	3 Teacher-Student Interaction
		Interest Groups	3 Discussion
MATERIALS		Participation	3 Questions
Student Materials	X	Parties	3 Case Studies
Teacher Guide	X	Human Rights Freedom	3 Seminars
A-V Kit		Equality	3 Student-Student Interaction
Tests	X	Natural Rights	3 Role Playing
FORMAT		Conscience	2 Games
Curriculum	X	Justice	3 Simulations
One-year course		Duty	4 Group Discussions
Semester		Change Development	Debates
Units		Modernization	Student-Resource Interaction
Issues		Stability	3 Readings
MEDIA UTILIZED		Conflict Pressure	Laboratory
Student Materials	X	Violence	Documents
Case Studies		Resolution	4 Independent Study
Readings	X	Revolution	2 Film Loops
Maps	X	Institutions	Programmed Instruction
Charts	X	Bureaucracy	Artifacts
Films & Filmstrips	X	Sovereignty	EVALUATION
Records	X	Law	3 Field Tested
Tapes		ISSUES	
Transparencies	X	Civil Rights	3 TYPES OF SCHOOLS
Artifacts		Violence	2 Urban
Other		Right to Dissent	2 Suburban
		Political Security	3 Rural
		Social Security	3 RESULTS
		Quality of Life	
		Pollution	Cognitive Attainment
		Overpopulation	Skill Attainment
		Poverty & Welfare	2 Affective Attainment
		International Peace & Law	MATERIALS REVISED
		Drug Use & Abuse	3 BASED ON RESULTS

1 Incidentally used
 2 Considered, but not of prime concern
 3 Occasionally recurring theme or intensively studied for short periods
 4 Continuously recurring theme
 5 Dominant theme
 * Not available for analysis

PROJECT IDENTIFICATION: Colorado, University of

CURRICULUM: *Our Working World*

DIRECTOR: Lawrence Senesh

PROJECT ADDRESS: 970 Aurora Avenue, Building #2,
Boulder, Colorado 80302

PUBLISHER: Science Research Associates, 259 East Erie
Street, Chicago, Illinois 60611

AVAILABLE FROM: Science Research Associates,
1970/grades 1, 2, 3

GRADE LEVEL AND STRUCTURE: 1-6. Social Studies

SUBJECT AREA: Economics, Social Science/Social Studies

COST OF MATERIALS: Grades 1, 2, 3: student materials,
approximately \$4.95; teacher's guides, \$4.95; activity
books, \$1.00; record sets, grade 1—\$29.50, grade 2—
\$22.50. Grades 4, 5, and 6 in preparation.

This series is designed to introduce children to those fundamental concepts that can give order and meaning to the realities of the social world. Senesh believes that these concepts can and should be taught at every grade level, but with increasing depth and complexity each year. Economics is the core discipline, but the social sciences are integrated into the program—political science, sociology, and anthropology. Some lessons are so constructed that history and geography may provide the framework into which the social science disciplines are integrated.

The topic of the first grade is the family. The author introduces the family as an economic system, as a political system, and as a cultural system. The author relates the family to the real world. He talks about the family as producers and consumers, as employed and those who are unemployed. He talks about families with high incomes and low incomes, about the role of government and the roles of institutions assuring predictability.

The theme of the second grade is the neighborhood. This grade treats the various neighborhoods and their problems. The unit on rural neighborhoods describes the results of the disappearing small farms. The unit on big city neighborhoods describes the problems of human relations. The unit on the

suburban neighborhood describes the search of the city people for nature. The unit on small town neighborhoods describes the disappearing economic base of small communities.

The theme of the third grade is the city. The textbook and the resource unit treat the city life with all its excitement and frustrations. It covers the broad range of urban theory from the problem of growth to the problem of social stratification. After treating ten American cities the author compares the urban problems of the American cities with those of such foreign cities as Athens, Calcutta, London, Rotterdam, and Singapore. The case studies on foreign cities give a chance to the students to discover the universal characteristics of urban problems and how the solution of these problems are approached depending upon the historical background and the culture of the people.

The third-grade program is accompanied by twelve film-strips.

Although there are statements of affective intent and some emphasis on teaching of skills, the program is almost entirely a cognitive undertaking designed to help children establish a structure with which they can understand the world. The resource units outline in detail the purposes, procedures, and materials necessary to implement each unit.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Colorado, University of	
CURRICULUM		Our Working World	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	SR	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	70	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3	423	American Political Behavior	Pictures
4-6	X	National	2 Demonstrations
7-8		Local	2 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		CONCEPTS	Resource-Student Action
10		Legitimacy	2 Student Materials
11		Authority	2 Films
12		Power	Filmstrips & Slides
SUBJECT AREA		Decision-Making	2 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	Eco SoS	Leadership	Tapes
		Citizenship	Representation
		Voting	Transparencies
		Socialization	Teacher-Student Interaction
MATERIALS		Interest Groups	Discussion
Student Materials	X	Participation	2 Questions
Teacher Guide	X	Parties	Case Studies
A-V Kit	X	Human Rights	2 Seminars
Tests		Equality	Student-Student Interaction
FORMAT		Natural Rights	Role Playing
Curriculum	X	Conscience	Games
One-year course		Justice	Simulations
Semester		Duty	2 Group Discussions
Units		Change	Development
Issues		Modernization	2 Debates
		Stability	2 Student-Resource Interaction
MEDIA UTILIZED		Conflict	Pressure
Student Materials	X	Violence	3 Readings
Case Studies	X	Resolution	3 Laboratory
Readings	X	Revolution	3 Documents
Maps	X	Institutions	3 Independent Study
Charts		Bureaucracy	Film Loops
Films & Filmstrips	X	Sovereignty	Programmed Instruction
Records	X	Law	3 Artifacts
Tapes		ISSUES	EVALUATION
Transparencies		Civil Rights	Field Tested
Artifacts		Violence	TYPES OF SCHOOLS
Other		Right to Dissent	Urban
		Political Security	Suburban
		Social Security	Rural
		Quality of Life	RESULTS
		Pollution	Cognitive Attainment
		Overpopulation	Skill Attainment
		Poverty & Welfare	Affective Attainment
		International Peace & Law	MATERIALS REVISED
		Drug Use & Abuse	BASED ON RESULTS

1 Incidentally used
2 Considered, but not of prime concern
3 Occasionally recurring theme or intensively studied for short periods
4 Continuously recurring theme
5 Dominant theme
* Not available for analysis

PROJECT IDENTIFICATION: Constitutional Rights Foundation

CURRICULUM: Bill of Rights

DIRECTOR: Vivian Monroe

PROJECT ADDRESS: Suite 1012, 609 S. Grand, Los Angeles, California 90017

PUBLISHER: Benziger Brothers, New York, New York

AVAILABLE FROM: Benziger Brothers, 1968

GRADE LEVEL AND STRUCTURE: 6-12. Civics, American Government, American History, Problems of Democracy

SUBJECT AREA: Political Science

COST OF MATERIALS: *Source Book* and teacher's guide, \$3.00 each.

The educational material produced by the Constitutional Rights Foundation was specifically designed to fit into many traditional courses at many grade levels. Much of it is in the form of teacher resources and guides.

The Foundation has as its main goal an attempt to make sure that future generations of Americans are better informed of their rights and responsibilities under the Constitution. It is felt that these two go hand-in-hand, and it is the combination that is difficult to understand.

The Bill of Rights, A Source Book for Teachers is designed to encourage basic comprehension of the privileges and demands involved in the Bill of Rights, and to evoke intelligent, non-emotional discussion of the principles fundamental to American freedom. It contains source materials related to the development of constitutional rights as well as the current problems created by the application of the guarantees of the Constitution. *The Bill of Rights, A Handbook for Teachers* has similar basic values, but emphasizes the effects of court decisions on the application of these values.

Also available from the Constitutional Rights Foundation, for \$1.00 per issue, are the *Bill of Rights Newsletters* (some with student supplements), which address themselves to updating material in the *Source Book* and looking at recent court decisions in the area of civil rights.

Four student casebooks which are scheduled for publication are currently being tested in junior and senior high schools. These are entitled, *What Are the Rights of the Accused?*, *Does De Facto Segregation in the Public Schools Violate Equal Protection of the Laws?*, *How, When, and Where Should Freedom of Speech Be Limited?*, and *U.S. v. Daniel Seegar*.

Students are urged to realize that the Bill of Rights is a dynamic document which should be a vital aspect of their everyday lives. They are expected to participate freely in dialogue relating to constitutional issues and to demonstrate an appreciation for the views of others by encouraging dissenters to speak freely.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Constitutional Rights Foundation	
CURRICULUM		Bill of Rights	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	B	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	5 Direction
Publisher	68	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6	6	National	Demonstrations
7-8	X	Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	AG	Legitimacy	3 Student Materials
11	AH	Authority	3 Films
12	PoD	Power	Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	PSc	Leadership	2 Tapes
MATERIALS		Citizenship	Representation
Student Materials	X	Voting	Transparencies
Teacher Guide	X	Socialization	Teacher-Student Interaction
A-V Kit		Interest Groups	Discussion
Tests		Participation	Questions
FORMAT		Parties	Case Studies
Curriculum		Human Rights	Seminars
One-year course		Freedom	3
Semester		Equality	3
Units	X	Natural Rights	3
Issues		Conscience	3
MEDIA UTILIZED		Justice	5
Student Materials	X	Duty	5
Case Studies	X	Change	Development
Readings	X	Modernization	Debates
Maps		Stability	3
Charts		Conflict	Pressure
Films & Filmstrips	X	Violence	Readings
Records		Resolution	Laboratory
Tapes	X	Revolution	Documents
Transparencies	X	Institutions	Independent Study
Artifacts		Bureaucracy	Film Loops
Other	X	Sovereignty	Programmed Instruction
1 Incidentally used		Law	5
2 Considered, but not of prime concern		ISSUES	EVALUATION
3 Occasionally recurring theme or intensively studied for short periods		Civil Rights	3
4 Continuously recurring theme		Violence	TYPES OF SCHOOLS
5 Dominant theme		Right to Dissent	Urban
* Not available for analysis		Political Security	Suburban
		Social Security	Rural
		Quality of Life	RESULTS
		Pollution	Cognitive Attainment
		Overpopulation	Skill Attainment
		Poverty & Welfare	Affective Attainment
		International Peace & Law	MATERIALS REVISED
		Drug Use & Abuse	BASED ON RESULTS

PROJECT IDENTIFICATION: Education Development Center

CURRICULUM: Social Studies Curriculum Program

SPECIFIC TITLE: *Black in White America: The Struggle for Identity and Power*

DIRECTOR: Barbara B. Herzstein

PROJECT ADDRESS: 15 Mifflin Place, Cambridge, Massachusetts 02138

PUBLISHER: None

AVAILABLE FROM: Information available from project

GRADE LEVEL AND STRUCTURE: 9-12. Civics, American History, Problems of Democracy

SUBJECT AREA: Political Science, Social Science/Social Studies

COST OF MATERIALS: Information available from project

The eight-week high school course, *Black in White America: The Struggle for Identity and Power*, brings to the classroom a consideration of real and perceived problems of black-white relations in contemporary America. Issues and incidents are discussed in the framework of three interrelated concepts: identity (a sense of self), image (the view from outside), and power (the capacity to influence decisions). This framework, around which are built contemporary autobiographical materials and case studies, helps students—both black and white—develop a new understanding of the changing relationships between blacks and whites.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Education Development Center	
CURRICULUM		Social Studies Curriculum Program	
SPECIFIC TITLE		Black in White America: The Struggle for Identity and Power	
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		AREA OF POLITICAL SCIENCE	STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project	70	Public Law	Direction
Publisher		International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6		National	Demonstrations
7-8		Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	AH	Legitimacy	Student Materials
11	AH	Authority	Films
12	PoD	Power	Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	PSc Soc	Leadership	Tapes
MATERIALS		Citizenship	Transparencies
Student Materials	X	Representation	Teacher-Student Interaction
Teacher Guide	X	Voting	Discussion
A-V Kit		Socialization	Questions
Tests		Interest Groups	Case Studies
FORMAT		Participation	Seminars
Curriculum		Parties	Student-Student Interaction
One-year course		Human Rights	Role Playing
Semester		Freedom	Games
Units	X	Equality	Simulations
Issues		Natural Rights	Group Discussion
MEDIA UTILIZED		Conscience	Debates
Student Materials	X	Justice	Student-Resource Interaction
Case Studies	X	Duty	Readings
Readings	X	Change	Laboratory
Maps	*	Development	Documents
Charts	*	Modernization	Independent Study
Films & Filmstrips	*	Stability	Film Loops
Records	*	Conflict	Programmed Instruction
Tapes	*	Pressure	Artifacts
Transparencies	*	Violence	EVALUATION
Artifacts	*	Resolution	Field Tested
Other	*	Revolution	TYPES OF SCHOOLS
1 Incidentally used		Institutions	Urban
2 Considered, but not of prime concern		Bureaucracy	Suburban
3 Occasionally recurring theme or intensively studied for short periods		Sovereignty	Rural
4 Continuously recurring theme		Law	RESULTS
5 Dominant theme		ISSUES	Cognitive Attainment
* Not available for analysis		Civil Rights	Skill Attainment
		Violence	Affective Attainment
		Right to Dissent	MATERIALS REVISED
		Political Security	BASED ON RESULTS
		Social Security	
		Quality of Life	
		Pollution	
		Overpopulation	
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

PROJECT IDENTIFICATION: Education Development Center

CURRICULUM: Social Studies Curriculum Program

SPECIFIC TITLE: *Conflict and Change*

DIRECTOR: Richard H. Dollase

PROJECT ADDRESS: 15 Mifflin Place, Cambridge, Massachusetts 02138

PUBLISHER: None

AVAILABLE FROM: Course in development; information available from project

GRADE LEVEL AND STRUCTURE: 7-9. World Culture.

SUBJECT AREA: History

COST OF MATERIALS: Information available from project

Conflict and Change, the first of a two-year sequence entitled *Man and Politics*, is a study of values and political behavior in ancient Greece, Rome, and western Europe in the late Middle Ages and the Renaissance. The year course is divided into three twelve-week units focusing on war and society, a comparison of fifth-century Athens and Sparta; the ideal and the real in Roman political culture; and the relationship between freedom and authority in the Medieval and Renaissance worlds.

In the initial unit, *Athens and Sparta in Confrontation*, students explore the questions "Is war inevitable?" and "To what degree does war transform society?" *The Death of the Roman Republic* is a case study of the disintegration of a political system and its transformation through turmoil into something quite different. The third unit, now under conceptual development, will explore the struggle in the individual between freedom of conscience and the authority of the state.

Conflict and Change employs the hypothetical mode of learning. Students are encouraged to formulate their own opinions in class and to participate meaningfully in such activities as debates, role plays, drama, and learning games that involve them in an active and creative use of evidence.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Education Development Center	
CURRICULUM		Social Studies Curriculum Program	
SPECIFIC TITLE		Conflict and Change	
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		AREA OF POLITICAL SCIENCE	
AVAILABLE FROM		Political Theory	
Project		Public Law	
Publisher		International Relations	
GRADE LEVEL & STRUCTURE		Comparative Government	
K-3		American Political Behavior	
4-6		National	
7-8		Local	
9 (Civics, Am. Gov't, Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./ Soc. St.)		WC	
10		CONCEPTS	
11		Legitimacy	
12		Authority	
SUBJECT AREA		Power	
(Anth., Econ., Geog., Hist., Pol. Sci., Social, Soc. Sci./ Soc. St.)		Decision-Making	
MATERIALS		Leadership	
Student Materials		Citizenship	
Teacher Guide		Representation	
A-V Kit		Voting	
Text		Socialization	
FORMAT		Interest Groups	
Curriculum		Participation	
One-year course		Parties	
Semester		Human Rights	
Unit		Freedom	
Lesson		Equality	
MEDIA UTILIZED		Natural Rights	
Student Materials		Conscience	
Case Studies		Justice	
Readings		Duty	
Maps		Change	
Charts		Development	
Films & Filmstrips		Modernization	
Records		Stability	
Tapes		Conflict	
Transparencies		Pressure	
Artifacts		Violence	
Other		Resolution	
1 Incidentally and		Revolution	
2 Considered, but not of prime concern		Institutions	
3 Occasionally occurring theme or intensively studied for short periods		Democracy	
4 Continuously occurring theme		Sovereignty	
5 Dominant theme		Law	
6 Not available for analysis		Issues	
		Civil Rights	
		Violence	
		Right to Dissent	
		Political Security	
		Social Security	
		Quality of Life	
		Pollution	
		Overpopulation	
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	
		EVALUATION	
		Formal Tests	
		EYES OF SCHOOLS	
		Other	
		Subject	
		Burd	
		RESULTS	
		Cognitive Attainment	
		Self-Attainment	
		Affective Attainment	
		ATTACHED REVIEWS	
		TAKEN ON REVIEW	

PROJECT IDENTIFICATION: Education Development Center

CURRICULUM: Social Studies Curriculum Program

SPECIFIC TITLE: *From Subject to Citizen*

DIRECTOR: Nona Plessner Lyons

PROJECT ADDRESS: 15 Mifflin Place, Cambridge, Massachusetts 02138

PUBLISHER: KDI Instructional Systems, Inc., 1810 MacKenzie Drive, Columbus, Ohio 43220

AVAILABLE FROM: KDI Instructional Systems; from Project by special arrangement

GRADE LEVEL AND STRUCTURE: 8-10. American History, Civics, World Culture

SUBJECT AREA: Political Science, History

COST OF MATERIALS: Student materials, approximately \$2.00 per unit; teacher's guide, approximately \$2.50 per unit; games, role playing activities, records, \$4.00 to \$49.00. Units of the course (*Queen Elizabeth: Conflict and Compromise*, *The King vs. The Commons*, *The Emergence of the American*, *The Making of the American Revolution*, *We the People*) can be ordered separately.

The year-long course, *From Subject to Citizen*, the second in a two-year sequence entitled *Man and Politics*, is designed around the concepts of power and political culture. These organizing ideas were conceived of as tools for students to use in inquiring into and ordering political events and developments. The belief is that these concepts can generate new kinds of questions for junior and senior high school students to explore:

What is power in human society?

On what does power depend?

What role does the individual play in bringing about change?

How have changes in power structures taken place?

What is necessary for stability and legitimacy in power relationships?

The excitement of *From Subject to Citizen* lies in the application of such questions to the experiences of men, both past

and present, and to relationships and events in the lives of students. Materials are drawn from British and American experiences in political development—from the 16th to the 20th century. The aim is to give students a set of workable models for analyzing the nature and complexities of power relationships so that the political world in which they live may become more comprehensible to them. Some particular questions students explore through the materials of the course are:

Who has power over you?

What is treason?

How much dissent can the community allow?

Is war inevitable?

Because the student himself is central to the concern of the course, materials of the five units have been developed and designed to stimulate his intellectual growth and develop confidence in the powers of his mind. The methodology of the course stresses the development of a hypothetical mode of thinking through analyzing data and hypothesizing and testing conclusions. Discussions of issues, whether in small groups, debates, role playing, news conferences, or games, aim to develop well-formulated student opinion. Divergence of opinion is encouraged. Indeed, the value of any class discussion will probably be measured by how well students have grasped opposing points of view, both of the issues and the opinions of their classmates. Students are engaged in an inquiry that leads always toward the improvement of their mental capacities and the formulation of new questions of their own.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Education Development Center	
CURRICULUM		Social Studies Curriculum Program	
SPECIFIC TITLE		From Subject to Citizen	
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	STRATEGIES EMPLOYED & EVALUATION INFORMATION
PUBLISHER	K	AREA OF POLITICAL SCIENCE	STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project	69	Public Law	Direction
Publisher	70	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6		National	2 Demonstrations
7-8	8	Local	2 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./ Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10 Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./ Soc. St.)	AH	Legitimacy	3 Student Materials
11 Sci./ Soc. St.)		Authority	2 Films
12		Power	5 Filmstrips & Slides
SUBJECT AREA		Decision-Making	4 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)		Leadership	4 Tapes
MATERIALS		Citizenship Representation	Transparencies
Student Materials	X	Voting	Teacher-Student Interaction
Teacher Guide	X	Socialization	Discussion
A-V Kit	X	Interest Groups	Questions
Tests	X	Participation	Case Studies
FORMAT		Parties	Seminars
Curriculum		Human Rights Freedom	Student-Student Interaction
One-year course	X	Equality	Role Playing
Semester		Natural Rights	Games
Units	X	Conscience	2 Simulations
Issues		Justice	2 Group Discussions
MEDIA UTILIZED		Duty	2 Debates
Student Materials	X	Change Development	2 Student-Resource Interaction
Case Studies	X	Modernization	Readings
Readings	X	Stability	Laboratory
Maps	X	Conflict Pressure	Documents
Charts	X	Violence	Independent Study
Films & Filmstrips	X	Revolution	2 Film Loops
Records	X	Institutions	Programmed Instruction
Tapes	X	Bureaucracy	Artifacts
Transparencies	X	Sovereignty	EVALUATION
Artifacts	X	Law	Field Tested
Other	X	INDEX	TYPE OF GEORGE
1 Incidentally used		Civil Rights	Urban
2 Considered, but not of prime concern		Violence	Suburban
3 Occasionally occurring theme or extensively studied for short periods		Right to Dissent	Rural
4 Continuously occurring theme		Political Security	HERSCHEL
5 Dominant theme		Social Security	Cognitive Attainment
6 Not available for analysis		Quality of Life	Self-Attainment
		Evolution	Effective Attainment
		Overpopulation	REVIEWER REVISED
		Security & Welfare	REVIEWER (DO NOT USE)
		International Peace & Love	
		Drug Use & Abuse	

PROJECT IDENTIFICATION: Educational Research
Council of America

CURRICULUM: Social Science Program (ERCSSP)

SPECIFIC TITLE: *Greater Cleveland Social Science
Program*

DIRECTOR: Raymond English

PROJECT ADDRESS: Educational Research Council of
America, Rockefeller Building, Cleveland, Ohio 44113

PUBLISHER: Allyn & Bacon, Inc., 407 Atlantic Avenue,
Boston, Massachusetts 02210

AVAILABLE FROM: Project: 1970. Allyn & Bacon: K-6,
1970; 7-8, 1972; 8-9, 1973

GRADE LEVEL AND STRUCTURE: K-9. Civics

SUBJECT AREA: Social Science/Social Studies

COST OF MATERIALS: From Allyn & Bacon (K-6): stu-
dent materials, \$.99-\$3.51 per unit; teacher's guide, \$4.50
per unit. From project (7-9): student materials, \$6.00-
\$12.00 per year; teacher's guides, \$9.00-\$25.00 per year.

The developers of ERCSSP have attempted to construct a curriculum which is founded on the idea that learning is sequential and cumulative. They therefore caution against viewing any particular portion of the curriculum in isolation and suggest that the parts should not be used separately. All of the materials require high reading ability and intellectual capacity.

The educational philosophy of the curriculum emphasizes the transmission of culture and the analysis of values in human societies through the acquisition of a usable, coherent body of social science skills, knowledge, and attitudes. It is felt that the primary purpose of political education is to help students understand their own role in society.

The content for the curriculum is drawn primarily around concepts. As early as kindergarten, the material introduces students to a consideration of the nature of law. The differences between just laws and laws of convenience are related to the appropriate experiential frame. Checks on abuse of governmental power are explored in the third grade, and the appropriateness of mixed government is dealt with in the fifth.

The material of the first-grade course contains learning activities about symbols, law-making and patriotism. Grade three looks at the Constitution and the metropolitan community. Portions of grades four through seven are devoted to area studies. India, the Middle East, and Latin America are analyzed according to several dimensions, among them political organizations, foreign relations, and speed and direction of change. Political history is introduced in the eighth-grade course, and the ninth grade focuses on an analysis of American government.

The basic format of the material is a series of matching student books and teacher's guides which contain many more suggestions than could possibly be used. Great variety, practicality, and originality facilitate inquiry and problem-solving techniques. Emphasis is placed on open-ended discussions; analyzing and generalizing; on the acquisition of concepts, skills, and methods; and on critical examination of values.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Educational Research Council of America			
CURRICULUM		Social Science Program			
SPECIFIC TITLE		Greater Cleveland Social Science Program			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS		STRATEGIES EMPLOYED & EVALUATION INFORMATION	
PUBLISHER	AB	AREA OF POLITICAL SCIENCE		STRATEGIES	
AVAILABLE FROM		Political Theory	3	Teacher-Student Action	
Project	70	Public Law	3	Direction	X
Publisher	70	International Relations	2	Exposition	X
GRADE LEVEL & STRUCTURE		Comparative Government	3	Stories	X
K-3	X	American Political Behavior		Pictures	X
4-6	X	National	4	Demonstrations	X
7-8	X	Local	4	Questions	X
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./ Soc. St.)	Civ	CONCEPTS		Resource-Student Action	
10		Legitimacy	3	Student Materials	X
11		Authority	3	Films	X
12		Power	3	Filmstrips & Slides	X
SUBJECT AREA		Decision-Making	3	Records	
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	Leadership	3	Tapes	X
MATERIALS		Citizenship	3	Transparencies	X
Student Materials	X	Representation	3	Teacher-Student Interaction	
Teacher Guide	X	Voting	3	Discussion	X
A-V Kit		Socialization	2	Questions	X
Tests		Interest Groups	2	Case Studies	X
FORMAT		Participation	3	Seminars	
Curriculum	X	Parties	2	Student-Student Interaction	
One-year course		Human Rights	3	Role Playing	X
Semester		Freedom	3	Games	X
Units		Equality	3	Simulations	X
Issues		Natural Rights	3	Group Discussions	X
MEDIA UTILIZED		Conscience	3	Debates	X
Student Materials	X	Justice	3	Student-Resource Interaction	
Case Studies	X	Duty	3	Readings	X
Readings	X	Change	2	Laboratory	X
Maps		Development	2	Documents	X
Charts	X	Modernization	2	Independent Study	X
Films & Filmstrips	X	Stability	2	Film Loops	
Records		Conflict	2	Programmed Instruction	X
Tapes	X	Pressure	1	Artifacts	X
Transparencies	X	Violence	1	EVALUATION	
Artifacts		Revolution	2	Field Tested	X
Other		Revolution	2	TYPES OF SCHOOLS	
1 Incidentally used		Institutions	3	Urban	X
2 Considered, but not of prime concern		Autocracy	3	Suburban	X
3 Occasionally occurring theme or concept studied for short periods		Sovereignty	3	Rural	X
4 Continuously occurring theme		Law	4	ISSUES	
5 Dominant theme		Not available for analysis		Cognitive Attainment	X
6 Not available for analysis		Civil Rights	2	Self-Attainment	X
		Violence	1	Affective Attainment	X
		Right to Dissent	3	VALUES REVIEWED	
		Political Security	3	WORKING BELIEFS	
		Social Security	3		
		Quality of Life	3		
		Pollution	1		
		Overpopulation	1		
		Security & Welfare	1		
		International Peace & Love	1		
		Drug Use & Abuse	1		

PROJECT IDENTIFICATION: Foreign Policy Association

CURRICULUM: International Studies in Elementary and Secondary Schools

DIRECTOR: James M. Becker

PROJECT ADDRESS: 345 East 46th Street, New York, New York 10017

PUBLISHER: Allyn & Bacon, 470 Atlantic Avenue, Boston, Massachusetts (*Great Decisions*)

Scott-Foresman, 900 East Lake, Glenview, Illinois 60025

("Dangerous Parallel," game)

New Dimensions and *Headline Series* published by the Foreign Policy Association

AVAILABLE FROM: Allyn & Bacon, 1965; Scott-Foresman, 1969; Foreign Policy Association, 1965

GRADE LEVEL AND STRUCTURE: 9-12. International Relations, World Culture

SUBJECT AREA: Political Science

COST OF MATERIALS: *Great Decisions* pamphlets, \$1.84 each; teacher's guide, free. Game, "Dangerous Parallel," \$60.00 per set. *Headline Series*, bimonthly, \$5.00 per year. *New Dimensions*, \$1.00 each.

Although the Foreign Policy Association has been engaged in a multiplicity of activities designed to improve the character of international education (and social education, generally), the development of curriculum materials has been only an incidental consideration in its program. The materials which FPA has prepared for classroom use by students and teachers while, no doubt, in line with the major objectives set down by the project, are not actually a result of the project.

The materials can only be considered supportive for a pre-existing course structure, and range in format from a bimonthly series to a well-conceived pamphlet exploring the *Great Decisions* for a particular year. Eight key international issues are considered in depth. Essential background material, impartial analyses of the alternatives available to the policy makers, questions for discussion, and a bibliography, as well as maps, charts, and photographs, are included. *New Dimensions*, a series of pamphlets, and the bimonthly *Headline Series*

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both present excellent source material. Titles available in the *New Dimensions* series include: *Teaching the Comparative Approach to American Studies*, *International Education for Spaceship Earth*, *Simulation Games for Classroom Use*, *Foreign News and World Views*, and *Teaching about War and War Prevention*.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION			
CURRICULUM			
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		STRATEGIES EMPLOYED & EVALUATION INFORMATION	
Foreign Policy Association		International Studies in Elementary and Secondary Schools	
PUBLISHER		STRATEGIES	
AVAILABLE FROM		Teacher-Student Action	
Project		Direction	
Publisher		Exposition	
GRADE LEVEL & STRUCTURE		Stories	
K-3		Pictures	
4-6		Demonstrations	
7-8		Questions	
9 (Civics, Am. Gov't, Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./ Soc. St.)		Resource-Student Action	
10 (Civics, Am. Gov't, Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./ Soc. St.)		Student Materials	
11 (Civics, Am. Gov't, Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./ Soc. St.)		Films	
12 (Civics, Am. Gov't, Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./ Soc. St.)		Filmstrips & Slides	
SUBJECT AREA		Records	
(Anth., Econ., Geog., Hist., Pol. Sci., Social, Soc. Sci./ Soc. St.)		Pages	
MATERIALS		Transparencies	
Student Materials		Teacher-Student Interaction	
Teacher Guide		Discussion	
A-V Kit		Questions	
Texts		Case Studies	
FORMAT		Seminars	
Curriculum		Student-Student Interaction	
One-year course		Role Playing	
Semester		Games	
Units		Simulations	
Issues		Group Discussions	
MEDIA UTILIZED		Debates	
Student Materials		Student-Resource Interaction	
Case Studies		Footage	
Readings		Laboratory	
Maps		Documents	
Charts		Independent Study	
Films & Filmstrips		Film Loops	
Records		Programmed Instruction	
Pages		Articles	
Transparencies		EVALUATION	
Articles		Paper Tests	
Other		OTHER OF SCHOOL	
1 Incidentally used		Other	
2 Considered, but not of prime concern		Situation	
3 Occasionally recurring theme or intensively studied for short period		Aural	
4 Continuously recurring theme		Visual	
5 Dominant theme		Auditory	
6 Not available for analysis		Kinesthetic	
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PROJECT IDENTIFICATION: Georgia, University of
CURRICULUM: Anthropology Curriculum Project
PROJECT DIRECTORS: Marion J. Rice and Wilfrid C. Bailey
PROJECT ADDRESS: Margaret Hall, University of Georgia, Athens, Georgia 30601
PUBLISHER: None
AVAILABLE FROM: Project, 1969
GRADE LEVEL AND STRUCTURE: 1-12. Civics, American Government, Problems of Democracy
SUBJECT AREA: Anthropology
COST OF MATERIALS: Sample kit, \$1.00 to \$4.00 per unit; \$30.00-\$76.00 per classroom set.

ACP has developed and classroom-tested instructional materials which present the concepts of anthropology as a way of developing cross-cultural perspectives on human behavior. Two types of material are being produced. The first, *A Sequential Course in Anthropology, K-7*, is a cognitively-oriented survey of anthropology as a discipline. The course sequence is made up of units taking four to eight weeks, but the cycle is not so cumulative that the primary units are prerequisites for the higher grades. Secondly, *ad hoc* units are developed for special instructional needs such as political socialization, intergroup relations, and value change.

The units describing cultural change are constructed in a spiral form of development. The third-grade material, for instance, concentrates on a descriptive level and uses case studies, while the approach for the sixth grade is more theoretical. Modernization, urbanization, industrialization, and planned change are also presented in such settings as Africa, India, and Japan. The sixth-grade material includes a major section on theoretical discussions of cultural change and theories of change. An excellent junior high unit called *Political Anthropology* examines law and social control from the anthropological point of view. Such matters as values, cultures, socialization, internalization, social control, and private rights are discussed. Another unit, entitled *The Urban Community*, looks at problems inherent in rural domination of legislatures and overlapping political units.

The anthropological concept of *life cycle* is one way of viewing differences in human behavior through different cultural patterns. All men everywhere experience the common phenomena of birth, childhood, adulthood, old age, and death; yet man's adaptation to the stages of the life cycle are different. The differences lie in man's learned behavior—his culture. The unit *Life Cycle* presents the junior high student with a perspective that extends beyond his culture and perception field.

Race, Caste, and Prejudice, designed for high school use, examines *race* as a scientific concept and its misuse as a social concept; social class and caste as worldwide phenomena with special emphasis on the United States; and prejudice and ethnocentrism as they relate to race, ethnicity, cultural differences, religion, and life in a pluralistic society. This unit is a cognitive-based ethnic relations unit that combines socioeconomic data, demographic data, cross-cultural comparisons, and straightforward writing.

ACP has projected publication of *The American Minority Ethnic Series*, which will include units on the Negro, the Indian, and the Spanish American. Attention will be given to those cultural and economic variables which have isolated these groups into subcultures outside the American mainstream.

Unlike almost every other project, this one claims to be deductively rather than inductively oriented. In this approach, the students are given the generalizations and supporting evidence and are guided by the teacher to draw valid conclusions.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION Georgia, University of			
CURRICULUM Anthropology Curriculum Project			
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		AREA OF POLITICAL SCIENCE	
AVAILABLE FROM		Political Theory	
Project	69	Public Law	3
Publisher		International Relations	
GRADE LEVEL & STRUCTURE		Comparative Government	
K-3	X	American Political Behavior	
4-6	X	National	
7-8	X	Local	3
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10 Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	AG	Legitimacy	2
11 Sci./Soc. St.)	AG	Authority	2
12	PoD	Power	3
SUBJECT AREA		Decision-Making	
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)		Leadership	
		Citizenship Representation	
		Voting	
		Socialization	
		Interest Groups	
		Participation	
		Parties	
MATERIALS		Human Rights Freedom	
Student Materials	X	Equality	
Teacher Guide	X	Natural Rights	
A-V Kit		Conscience	
Tests	X	Justice	
FORMAT		Duty	
Curriculum	X	Change Development	4
One-year course		Modernization	4
Semester		Stability	3
Units	X	Conflict Pressure	
Issues		Violence	
MEDIA UTILIZED		Resolution	
Student Materials	X	Revolution	
Case Studies	X	Institutions	2
Readings	X	Bureaucracy	
Maps	X	Sovereignty	
Charts	X	Law	4
Films & Filmstrips	X	ISSUES	
Records		Civil Rights	2
Tapes		Violence	
Transparencies		Right to Dissent	
Artifacts		Political Security	1
Other		Social Security	1
1 Incidentally used		Quality of Life	
2 Considered, but not of prime concern		Pollution	
3 Occasionally recurring theme or intensively studied for short periods		Overpopulation	
4 Continuously recurring theme		Poverty & Welfare	
5 Dominant theme		International Peace & Law	
* Not available for analysis		Drug Use & Abuse	
		EVALUATION	
		Field Tested	
		TYPES OF SCHOOLS	
		Urban	
		Suburban	
		Rural	
		RESULTS	
		Cognitive Attainment	
		Skill Attainment	
		Affective Attainment	
		MATERIALS REVISED BASED ON RESULTS	
		X	

PROJECT IDENTIFICATION: Hartford Public Schools

CURRICULUM: Hartford Programmed Materials

DIRECTOR: Irving Schein

PROJECT ADDRESS: Address correspondence to Henry C. Luccock, Assistant Director, Education for Curriculum Development, Hartford Board of Education, 249 High Street, Hartford, Connecticut 06103

PUBLISHER: None

AVAILABLE FROM: Project, 1969

GRADE LEVEL AND STRUCTURE: K-12. Civics, American Government, American History, Problems of Democracy

SUBJECT AREA: Political Science

COST OF MATERIALS: Information available from project

The Hartford material has been developed in response to a volatile daily atmosphere. The Hartford school system seems dedicated to the notion that innovative approaches can lead to quality education in spite of racial problems, inner-city deterioration, violent protest, and the disadvantaged backgrounds of students.

Generally, the Hartford materials strive for the development of value judgments consistent with democratic ideals, for the development of critical thinking, and skill in reading factual material.

One of the most interesting attempts at curriculum building has been the use of teacher developed programmed units specifically prepared for the underachievers. *Our Government* and *Who Is An American?* are both programmed units which have met considerable success in inner-city schools where previously students had had little reward using standard approaches. Other enrichment units are the elementary *You Make the Rules*, the ninth-grade *Developing Nations*, the twelfth-grade *Problems of Democracy*, *Operation Astra: Conflict, the Law and Society* (an experimental unit for the academically gifted), and *Port Royal*.

The American Liberties Project has developed two book lists, *You And Your Civil Liberties*, and *Problems in American Liberties*, designed to be used in conjunction with a direc-

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ted reading instructional approach. Visuals accompany the booklets and include overhead projector transparencies which depict the step-by-step progression of each constitutional case.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Hartford Public Schools	
CURRICULUM		Hartford Programmed Materials	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project	69	Public Law	4 Direction
Publisher		International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3	X	American Political Behavior	Pictures
4-6	X	National	4 Demonstrations
7-8	X	Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	AG	Legitimacy	3 Student Materials
11	AH	Authority	Films
12	PoD	Power	3 Filmstrips & Slides
SUBJECT AREA		Decision-Making	2 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)		Leadership	2 Tapes
		Citizenship Representation	Transparencies
		Voting	Teacher-Student Interaction
		Socialization	3 Discussion
MATERIALS		Interest Groups	Questions
Student Materials	X	Participation	3 Case Studies
Teacher Guide	X	Parties	Seminars
A-V Kit	X	Human Rights Freedom	3 Student-Student Interaction
Tests		Equality	3 Role Playing
FORMAT		Natural Rights	2 Games
Curriculum		Conscience	2 Simulations
One-year course		Justice	5 Group Discussions
Semester		Duty	2 Debates
Units	X	Change Development	2 Student-Resource Interaction
Issues		Modernization	Readings
MEDIA UTILIZED		Stability	Laboratory
Student Materials	X	Conflict Pressure	2 Documents
Case Studies	X	Violence	2 Independent Study
Readings	X	Resolution	Film Loops
Maps		Revolution	Programmed Instruction
Charts		Institutions	3 Artifacts
Films & Filmstrips	X	Bureaucracy	3 EVALUATION
Records	X	Sovereignty	4 Field Tested
Tapes	X	Law	TYPES OF SCHOOLS
Transparencies	X	ISSUES	Urban
Artifacts		Civil Rights	Suburban
Other		Violence	Rural
1 Incidentally used		Right to Dissent	3 RESULTS
2 Considered, but not of prime concern		Political Security	Cognitive Attainment
3 Occasionally recurring theme or intensively studied for short periods		Social Security	Skill Attainment
4 Continuously recurring theme		Quality of Life	Affective Attainment
5 Dominant theme		Pollution	MATERIALS REVISED
* Not available for analysis		Overpopulation	BASED ON RESULTS
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	X

PROJECT IDENTIFICATION: Harvard University

CURRICULUM: Social Studies Project

SPECIFIC TITLE: *Public Issues Series*

DIRECTORS: Donald Oliver and Fred M. Newmann

PROJECT ADDRESS: Harvard Graduate School of Education, 210 Longfellow Hall, Appian Way, Cambridge, Massachusetts 02138

PUBLISHER: American Education Publications, 55 High Street, Middletown, Connecticut 06457

AVAILABLE FROM: American Education Publications, 1970/16 units

GRADE LEVEL AND STRUCTURE: 9-12. Civics, American Government, American History, Problems of Democracy, World Culture

SUBJECT AREA: Social Science/Social Studies

COST OF MATERIALS: Student materials, \$.30 per unit; teacher's guide, free with ten student units. There is a 15-page *Guide to Teaching the Public Issue Series* available.

Taking as a point of departure the assessment that issues are problems or value dilemmas which have persisted throughout history and across cultures, the developers of this project feel that the analysis of public issues should command the primary attention of the teaching of social studies in the secondary schools. They feel that by examining issues that lead to social conflict in terms of their historical contexts, ethical and legal components, various social science concepts, and methods for reaching value positions, students can learn how to justify and clarify value positions and resolve value conflicts.

The topics chosen for consideration sweep across both American and international political science, and the materials in any of the pamphlets would be appropriate for supplementing existing courses. Some of the titles are *The American Revolution*, *The Railroad Era*, *Municipal Politics*, *Negro Views of America*, *The Rise of Organized Labor*, *Rights of the Accused*, *The Lawsuit*, *Colonial Kenya*, *Communist China*, *Nazi Germany*, and *20th Century Russia*.

Students are led to look at public controversy in terms of the prescriptive, descriptive, and analytical elements involved.

They learn to clarify and justify opposing views using such strategies as analogy and evidence evaluation, and they are encouraged to express their conclusions in free and open discussion.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Harvard University			
CURRICULUM		Social Studies Project			
SPECIFIC TITLE		Public Issues Series			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS		STRATEGIES EMPLOYED & EVALUATION INFORMATION	
PUBLISHER	A	AREA OF POLITICAL SCIENCE		STRATEGIES	
AVAILABLE FROM		Political Theory	3	Teacher-Student Action	
Project		Public Law	3	Direction	X
Publisher	70	International Relations	3	Exposition	X
GRADE LEVEL & STRUCTURE		Comparative Government	1	Stories	
K-3		American Political Behavior		Pictures	
4-6		National	4	Demonstrations	
7-8		Local	3	Questions	X
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS		Resource-Student Action	
10	AG	Legitimacy	4	Student Materials	X
11	AH	Authority	4	Films	
12	PoD	Power	4	Filmstrips & Slides	
SUBJECT AREA		Decision-Making	4	Records	
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)		Leadership	4	Tapes	
		Citizenship	3	Transparencies	
		Representation		Teacher-Student Interaction	
		Voting		Discussion	X
		Socialization	4	Questions	X
		Interest Groups	2	Case Studies	X
		Participation	4	Seminars	X
		Parties	3	Student-Student Interaction	
MATERIALS		Human Rights	4	Role Playing	X
Student Materials	X	Equality	3	Games	X
Teacher Guide	X	Natural Rights		Simulations	X
A-V Kit		Conscience	4	Group Discussions	X
Tests		Justice	4	Debates	
FORMAT		Duty	3	Student-Resource Interaction	
Curriculum		Change		Readings	X
One-year course		Development		Laboratory	
Semester		Modernization	3	Documents	X
Units		Stability		Independent Study	X
Issues	X	Conflict	3	Film Loops	
MEDIA UTILIZED		Pressure	4	Programmed Instruction	
Student Materials	X	Violence	4	Artifacts	
Case Studies	X	Resolution	3	EVALUATION	
Readings	X	Revolution	4	Field Tested	X
Maps		Institutions	4	TYPES OF SCHOOLS	
Charts		Bureaucracy		Urban	X
Films & Filmstrips		Sovereignty	4	Suburban	X
Records		Law	4	Rural	X
Tapes		ISSUES		RESULTS	
Transparencies		Civil Rights	4	Cognitive Attainment	X
Artifacts		Violence	2	Skill Attainment	X
Other	X	Right to Dissent	3	Affective Attainment	X
1 Incidentally used		Political Security	3	MATERIALS REVISED BASED ON RESULTS	X
2 Considered, but not of prime concern		Social Security	4		
3 Occasionally recurring theme or intensively studied for short periods		Quality of Life			
4 Continuously recurring theme		Pollution			
5 Dominant theme		Overpopulation			
* Not available for analysis		Poverty & Welfare	4		
		International Peace & Law			
		Drug Use & Abuse			

PROJECT IDENTIFICATION: Illinois University
CURRICULUM: Social Science Curriculum Study Center
DIRECTOR: Ella Leppert
PROJECT ADDRESS: University of Illinois, Curriculum
 Laboratory, 212 West Springfield Avenue,
 Urbana, Illinois 61803
PUBLISHER: To be announced
AVAILABLE FROM: Limited numbers available from
 Project, 1965; publication date to be announced.
GRADE LEVEL AND STRUCTURE: 8-12. Civics, American
 Government, American History, Problems of Democracy,
 World Culture
SUBJECT AREA: Social Science/Social Studies
COST OF MATERIALS: Student materials, \$4.05-\$9.40;
 teacher's guide, \$7.45-\$12.50.

The products from this project are three sequential courses designed for academically able students in grades eight, nine, ten, and twelve, or average ability students in nine, ten, and twelve. The material is very demanding and requires high-level skills of the students.

The Illinois articulated curriculum assumes that there are basic, universal concepts and generalizations germane to any time or place; that there are skills of social analysis which can help students realize there is an internal consistency to culture; that values are woven into the fabric of culture; and that these values give direction to the way of life people develop over time. Students look at how the social order relates to the individual; what factors impede or promote cultural development; the dynamics of social, economic, and political institutions; and cultural diversity.

Course I, *Man and His Institutions* (family, economy, political system), sets up the general pattern followed in all of the units. The material starts in our own society in the present, moves to an earlier period of time, and finally considers models of other selected societies. Concepts in the political unit include political resources, power, and authority. Course II, *Emerging Culture and Western Civilization*, develops and applies those concepts learned in Course I to both simple and

advanced regional cultures of Eurasia and the New World. Course III provides for an in-depth study of various regional areas, including Russia and the Soviet Union, India, and Sub-Saharan Africa. Universal concepts of socialization, economic constraint, political power, culture, culture change, and area diversity introduced in Course I and used as analytic tools in Course II, are used in this course as tools of analysis.

The material introduces students to the methodology of history and the social sciences. Priority is given to achieving maximum involvement of the learner so he arrives at his understanding of the various concepts inductively. Emphasis is given to both the cognitive and affective aspects of learning.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Illinois, University of	
CURRICULUM		Social Science Curriculum Study Center	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		AREA OF POLITICAL SCIENCE	STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project	65	Public Law	Direction
Publisher		International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	3 Stories
K-3		American Political Behavior	Pictures
4-6		National	3 Demonstrations
7-8	8	Local	3 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	AG	Legitimacy	2 Student Materials
11	AH	Authority	3 Films
12	WC	Power	4 Filmstrips & Slides
SUBJECT AREA		Decision-Making	2 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	Leadership	2 Tapes
		Citizenship Representation	Transparencies
		Voting	Teacher-Student Interaction
		Socialization	5 Discussion
MATERIALS		Interest Groups	Questions
Student Materials	X	Participation	Case Studies
Teacher Guide	X	Parties	Seminars
A-V Kit		Human Rights Freedom	Student-Student Interaction
Tests	X	Equality	Role Playing
FORMAT		Natural Rights	Games
Curriculum	X	Conscience	Simulations
One-year course		Justice	Group Discussions
Semester		Duty	Debates
Units		Change Development	4 Student-Resource Interaction
Issues		Modernization	4 Readings
		Stability	3 Laboratory
MEDIA UTILIZED		Conflict Pressure	Documents
Student Materials	X	Violence	Independent Study
Case Studies	X	Resolution	Film Loops
Readings	X	Revolution	Programmed Instruction
Maps	X	Institutions	Artifacts
Charts	X	Bureaucracy	EVALUATION
Films & Filmstrips	X	Sovereignty	Field Tested
Records	X	Law	TYPES OF SCHOOLS
Tapes	X	ISSUES	Urban
Transparencies	X	Civil Rights	Suburban
Artifacts		Violence	Rural
Other		Right to Dissent	RESULTS
		Political Security	Cognitive Attainment
		Social Security	Skill Attainment
		Quality of Life	Affective Attainment
		Pollution	MATERIALS REVISED
		Overpopulation	BASED ON RESULTS
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

1 Incidentally used
 2 Considered, but not of prime concern
 3 Occasionally recurring theme or intensively studied for short periods
 4 Continuously recurring theme
 5 Dominant theme
 * Not available for analysis

PROJECT IDENTIFICATION: Indiana University
CURRICULUM: High School Curriculum Center in Government
SPECIFIC TITLE: *American Political Behavior*
DIRECTOR: Howard D. Mehlinger
ASSOCIATE DIRECTOR: John J. Patrick
PROJECT ADDRESS: 1129 Atwater, Bloomington, Indiana 47401
PUBLISHER: Ginn and Company, 125 Second Avenue, Waltham, Massachusetts 02154
AVAILABLE FROM: Ginn and Company, 1972
GRADE LEVEL AND STRUCTURE: 9-12. Civics, American Government, Problems of Democracy.
SUBJECT AREA: Political Science
COST OF MATERIALS: Information available from publisher

The developers are concerned about the quality of existing courses in civics and American government because they lag behind new knowledge; avoid socio-political controversy; do not take advantage of the positive, supportive feelings young people have toward American institutions; do not increase ability to formulate and test political beliefs; do not increase interest, sense of efficacy, or civic tolerance. They offer alternative approaches and materials for the study of government. These materials are designed to develop: 1) ability to organize and interpret information about politics; 2) capability for more effective participation in politics; and 3) understanding of the sources of political values and the consequences of behavior that is consistent with these values.

The course is structured in terms of basic behavioral science concepts, such as culture, socialization, status, role, social class, and decision-making, that can enhance understanding of political behavior. The material deals with the ways Americans play various political roles and how they act politically. The course is divided into five units. The first unit serves as an introduction to the study. Unit two then examines similarities and differences in American political behavior patterns. Unit three uses raw data to look at elections and voting be-

havior. There are several examples in units two and three of the political behavior of minority ethnic groups in the American society. Units four and five deal with official political decision-makers and unofficial political specialists respectively in terms of role, recruitment, and decision-making. Throughout the course issues are presented for analysis within a framework of behavioral science concepts.

The teaching strategy which is suggested by the developers is somewhat unique in that it specifies four learning steps, three of which are empirical, and one normative. The first step is a stimulation or confrontation step in which the student is presented with provocative material. This is followed by a systematic inquiry into pertinent data which involves categorization and formation of tentative hypotheses. The new skills and ideas are then applied to raw data and/or cases of political behavior. It is presumed that at this point there should be value clarification. This final stage encourages students to think normatively, but with an awareness of the difference between factual judgments and value judgments.

A two-semester, comparative political systems course is under development by the project. The course will focus on the American and other political systems. It will treat common system problems such as development, change, and conflict. The first pilot trial of this course is scheduled for September, 1971.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Indiana University	
CURRICULUM		High School Curriculum Center in Government	
SPECIFIC TITLE		American Political Behavior	
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	G	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project	69	Public Law	3 Direction
Publisher	72	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6		National	5 Demonstrations
7-8		Local	4 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	AG	Legitimacy	4 Student Materials
11	AG	Authority	4 Films
12	PoD	Power	3 Filmstrips & Slides
SUBJECT AREA		Decision-Making	4 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	PSc	Leadership	4 Tapes
MATERIALS		Citizenship	4 Representations
Student Materials	X	Voting	3 Teacher-Student Interaction
Teacher Guide	X	Socialization	3 Discussion
A-V Kit	X	Interest Groups	4 Questions
Tests	X	Participation	4 Case Studies
FORMAT		Parties	3 Seminars
Curriculum		Human Rights	2 Freedom
One-year course	X	Equality	2 Student-Student Interaction
Semester		Natural Rights	Role Playing
Units		Conscience	Games
Issues		Justice	3 Simulations
MEDIA UTILIZED		Duty	2 Group Discussions
Student Materials	X	Change	Development
Case Studies	X	Modernization	Debates
Readings	X	Stability	Student-Resource Interaction
Maps	X	Conflict	Readings
Charts	X	Pressure	3 Laboratory
Films & Filmstrips		Violence	2 Documents
Records	X	Resolution	3 Independent Study
Tapes		Revolution	Film Loops
Transparencies	X	Institutions	3 Programmed Instruction
Artifacts		Bureaucracy	3 Artifacts
Other	X	Sovereignty	EVALUATION
		Law	Field Tested
		ISSUES	TYPES OF SCHOOLS
		Civil Rights	Urban
		Violence	Suburban
		Right to Dissent	Rural
		Political Security	RESULTS
		Social Security	Cognitive Attainment
		Quality of Life	Skill Attainment
		Pollution	Affective Attainment
		Overpopulation	MATERIALS REVISED
		Poverty & Welfare	BASED ON RESULTS
		International Peace & Law	
		Drug Use & Abuse	

1 Incidentally used
2 Considered, but not of prime concern
3 Occasionally recurring theme or intensively studied for short periods
4 Continuously recurring theme
5 Dominant theme
* Not available for analysis

PROJECT IDENTIFICATION: Individualized Learning, Incorporated
 CURRICULUM: *Port Royal Experiment*
 DIRECTORS: Irving Schein, John J. Gale, and Jeanne F. Kazienko
 CONSULTANT ON BLACK STUDIES: George A. Taylor
 PROJECT ADDRESS: 18 Ballard Drive, West Hartford, Connecticut 06119
 PUBLISHER: Individualized Learning, Inc., 18 Ballard Drive, West Hartford, Connecticut 06119
 AVAILABLE FROM: Individualized Learning, Inc., 1970
 GRADE LEVEL AND STRUCTURE: 8-12. Civics, American Government, American History, Problems of Democracy
 SUBJECT AREA: History, Political Science
 COST OF MATERIALS: Classroom set of materials with reprints and *Teacher's Answer Guide*, \$47.50

The project directors feel that the study of black history in America is a vital social concern for all Americans. "On the one hand, the American black, as uniquely distinct from the African black from whom he was methodically separated, is searching for his cultural origins. On the other hand, the American white must unlearn the half-truths, the distortions and the prejudice that has served as black history in America." The *Port Royal Experiment*, which is a microcosm of the Reconstruction period, examines the problems, the successes, and some of the failures of men who, by their social nature, must live with one another.

The text was organized with two main purposes. Each part begins with a vocabulary and two "Reading for Facts" questions. These are designed to stimulate critical reading. Following the text material the open-ended questions labeled "What Do You Say?" should promote critical discussion. The material offers a directed-reading approach useful for students with reading deficiencies.

Also in preparation from this project is *Men Under Law*, which gives instruction for a simulation approach to Supreme Court cases. Excerpts from actual Supreme Court decisions

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and the vote are included in the material. The success of the student simulations is evaluated by matching those excerpts against the conclusions arrived at in class.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Individualized Learning, Inc.	
CURRICULUM		Port Royal Experiment	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	IL	AREA OF POLITICAL SCIENCE	STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	70	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6		National	2 Demonstrations
7-8	8	Local	3 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	AG	Legitimacy	3 Student Materials
11	AH	Authority	3 Films
12	PoD	Power	3 Filmstrips & Slides
SUBJECT AREA		Decision-Making	3 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	His	Leadership	3 Tapes
	PSc	Citizenship	Representation
		Voting	Transparencies
		Socialization	Teacher-Student Interaction
MATERIALS		Interest Groups	Discussion
Student Materials	X	Participation	Questions
Teacher Guide	X	Parties	Case Studies
A-V Kit		Human Rights	Seminars
Tests		Freedom	3
FORMAT		Equality	3
Curriculum		Natural Rights	Role Playing
One-year course		Conscience	2 Games
Semester		Justice	3 Simulations
Units	X	Duty	2 Group Discussions
Issues		Change	Development
		Modernization	Debates
		Stability	Student-Resource Interaction
MEDIA UTILIZED		Conflict	Readings
Student Materials	X	Pressure	2
Case Studies	X	Violence	3
Readings	X	Resolution	3
Maps		Revolution	2
Charts		Institutions	2
Films & Filmstrips		Bureaucracy	3
Records		Sovereignty	2
Tapes		Law	3
Transparencies		ISSUES	EVALUATION
Artifacts		Civil Rights	Field Tested
Other		Violence	4
		Right to Dissent	4
		Political Security	
		Social Security	
		Quality of Life	
		Pollution	
		Overpopulation	
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	
1 Incidentally used		RESULTS	
2 Considered, but not of prime concern		Cognitive Attainment	
3 Occasionally recurring theme or intensively studied for short periods		Skill Attainment	
4 Continuously recurring theme		Affective Attainment	
5 Dominant theme		MATERIALS REVISED	
* Not available for analysis		BASED ON RESULTS	

PROJECT IDENTIFICATION: Janesville Social Studies Project

CURRICULUM: *Man Through Time to Space*

DIRECTORS: Keigh Hubel and William Franzman

PROJECT ADDRESS: Now at Southwest Minnesota State College, Marshall, Minnesota 56258

PUBLISHER: Man Through Time Publishing Co., P.O. Box 2118, Madison, Wisconsin 53701

AVAILABLE FROM: Man Through Time Publishing Co., 1971

GRADE LEVEL AND STRUCTURE: 10-12. World Culture, American History, Problems of Democracy

SUBJECT AREA: Social Science/Social Studies, History

COST OF MATERIALS: *Man Through Time to Space*, \$5.95; *Analytical U.S. History*, \$12.95; *Twentieth Century Man*, available soon.

The main objective of this project was to prepare materials which combine concepts from the social sciences and humanities within an historical framework. Emphasis is placed on an understanding of the creativity of man in an environment of student creativity. The students are early introduced to an analytical pattern of each of the social science disciplines and, using this pattern as a frame of reference, deal with selected events from man's march through history. It is felt that the internalization of basic concepts and the acquisition of an understanding of the structure of each of the social science disciplines should provide the future citizen with the knowledge of effective living in a democratic society.

The materials include pre-history through the Renaissance, discovery and exploration in the 19th century with an emphasis on United States participation, and problems and successes of 20th century man. Although originally projected to cover a three-year sequential program, the published material has been revised and telescoped into a one-year program. There is also available, however, a book entitled *Analytical History of the United States*, which was developed according to the original objectives.

The teaching approach follows a Presentation, Enrichment, Sharing, and Creative Response pattern. The presentation is effected through the use of large, illustrative classroom paintings or charts. This is followed by outside reading, videotape replay of significant television broadcasts, slides, films, record or tape presentations. The data gleaned is shared in class, and the lesson culminates with an individual creative response or summation of the generalizations sought.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Janesville Social Studies Project			
CURRICULUM		Man Through Time to Space			
SPECIFIC TITLE					
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS		STRATEGIES EMPLOYED & EVALUATION INFORMATION	
PUBLISHER	M	AREA OF POLITICAL SCIENCE		STRATEGIES	
AVAILABLE FROM		Political Theory		Teacher-Student Action	
Project		Public Law	2	Direction	X
Publisher	71	International Relations	3	Exposition	X
GRADE LEVEL & STRUCTURE		Comparative Government	2	Stories	
K-3		American Political Behavior		Pictures	X
4-6		National	3	Demonstrations	
7-8		Local	3	Questions	X
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		CONCEPTS		Resource-Student Action	
10	WC	Legitimacy		Student Materials	X
11	AH	Authority		Films	X
12	PoD	Power	3	Filmstrips & Slides	X
SUBJECT AREA		Decision-Making	3	Records	X
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS His	Leadership	2	Tapes	X
MATERIALS		Citizenship	2	Transparencies	X
Student Materials	X	Voting	3	Teacher-Student Interaction	
Teacher Guide		Socialization	2	Discussion	X
A-V Kit		Interest Groups	2	Questions	X
Tests		Participation	2	Case Studies	X
FORMAT		Parties	2	Seminars	
Curriculum	X	Human Rights	3	Student-Student Interaction	
One-year course		Equality	3	Role Playing	X
Semester		Natural Rights	2	Games	
Units		Conscience	2	Simulations	X
Issues		Justice	3	Group Discussions	X
MEDIA UTILIZED		Duty	2	Debates	
Student Materials	X	Change		Development	
Case Studies	X	Modernization		Stability	3
Readings	X	Conflict		Pressure	
Maps	X	Violence		Readings	X
Charts	X	Resolution	3	Laboratory	X
Films & Filmstrips	X	Revolution	3	Documents	
Records	X	Institutions	2	Independent Study	X
Tapes	X	Bureaucracy		Film Loops	
Transparencies	X	Sovereignty		Programmed Instruction	
Artifacts		Law	2	Artifacts	
Other		ISSUES		EVALUATION	
1 Incidentally used		Civil Rights	3	Field Tested	X
2 Considered, but not of prime concern		Violence	3	TYPES OF SCHOOLS	
3 Occasionally recurring theme or intensively studied for short periods		Right to Dissent		Urban	X
4 Continuously recurring theme		Political Security	3	Suburban	X
5 Dominant theme		Social Security	2	Rural	X
* Not available for analysis		Quality of Life		RESULTS	
		Pollution	3	Cognitive Attainment	X
		Overpopulation	3	Skill Attainment	X
		Poverty & Welfare	3	Affective Attainment	X
		International Peace & Law	3	MATERIALS REVISED	
		Drug Use & Abuse		BASED ON RESULTS	X

PROJECT IDENTIFICATION: Joint Council on
Economic Education

CURRICULUM: Developmental Economic Education
Program (DEEP)

DIRECTOR: S. Stowell Symmes

PROJECT ADDRESS: Joint Council on Economic
Education, 1212 Avenue of the Americas, New York,
New York 10036

PUBLISHER: None

AVAILABLE FROM: Project, 1970

GRADE LEVEL AND STRUCTURE: K-12. American
Government, American History, World Culture, Problems
of Democracy

SUBJECT AREA: Economics

COST OF MATERIALS: Student materials, \$1.00-\$3.50;
teacher's guide, \$1.75.

The initial thrust of DEEP (established in 1964 by the Joint Council on Economic Education) was to provide resources to help school systems develop their own approaches to curriculum change. As a result of this activity, a wide variety of economic education material was developed and tested by participating pilot schools, and out of this a selected number of packages have been made available by the Joint Council.

Pittsburgh DEEP materials include *Economic Readings for Students in United States History* (grade eight), *Readings in Economics for Students in World Culture* (grade ten), and a twelve-week course called *Economic Readings for Students in American Democracy* (grade twelve), which compares economic systems. Minneapolis DEEP materials include *Trade with Japan* (seven), *Industrial Revolution* (ten), *Economic Expansion of the United States since 1965* (eleven), and *Coming of the Great Depression* (eleven). Seattle, Washington has prepared units for all elementary grades plus a seventh- and eighth-grade sequence which includes *Geography of Western Europe, Soviet Union, and Sub-Saharan Africa* (seven) and *American History* (eight). These and other political-economic materials are annotated on the *Checklist*, which is available from the project free of charge.

The developers point out that since these materials stress the relationship of economics to political behavior and institutions, they can be used in civics, history, and problems courses. The study of public policy problems should give attention to the economic bases of those problems and show the ways in which economics can reveal and illuminate certain alternative political responses. Of relevance also to regional studies courses should be the economic bases of regional cooperation, the nature of non-democratic and non-capitalistic economic and political ideologies, and the enormity of the challenge of economic development.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Joint Council on Economic Education	
CURRICULUM		Developmental Economic Education Program (DEEP)	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		AREA OF POLITICAL SCIENCE	
AVAILABLE FROM		Political Theory	
Project		70	Public Law
Publisher		2	International Relations
GRADE LEVEL & STRUCTURE		2	Comparative Government
K-3		X	American Political Behavior
4-6		X	National
7-8		X	Local
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		AG	CONCEPTS
10 Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		AH	Legitimacy
11 Sci./Soc. St.)		WC	Authority
12		PoD	Power
SUBJECT AREA		3	Decision-Making
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)		2	Leadership
Eco		2	Citizenship Representation
			Voting
			Socialization
MATERIALS		2	Interest Groups
Student Materials		X	Participation
Teacher Guide		X	Parties
A-V Kit			Human Rights Freedom
Tests		X	Equality
FORMAT			Natural Rights
Curriculum			Conscience
One-year course			Justice
Semester			Duty
Units		X	Change Development
Issues			Modernization
			Stability
MEDIA UTILIZED			Conflict Pressure
Student Materials		X	Violence
Case Studies			Resolution
Readings		X	Revolution
Maps			Institutions
Charts		X	Bureaucracy
Films & Filmstrips		X	Sovereignty
Records			Law
Tapes		X	ISSUES
Transparencies		X	Civil Rights
Artifacts			Violence
Other			Right to Dissent
1 Incidentally used			Political Security
2 Considered, but not of prime concern		2	Social Security
3 Occasionally recurring theme or intensively studied for short periods		3	Quality of Life
4 Continuously recurring theme			Pollution
5 Dominant theme			Overpopulation
* Not available for analysis		3	Poverty & Welfare
			International Peace & Law
			Drug Use & Abuse
			STRATEGIES EMPLOYED & EVALUATION INFORMATION
			STRATEGIES
			Teacher-Student Action
			Direction
			Exposition
			Stories
			Pictures
			Demonstrations
			Questions
			Resource-Student Action
			Student Materials
			Films
			Filmstrips & Slides
			Records
			Tapes
			Transparencies
			Teacher-Student Interaction
			Discussion
			Questions
			Case Studies
			Seminars
			Student-Student Interaction
			Role Playing
			Games
			Simulations
			Group Discussions
			Debates
			Student-Resource Interaction
			Readings
			Laboratory
			Documents
			Independent Study
			Film Loops
			Programmed Instruction
			Artifacts
			EVALUATION
			Field Tested
			TYPES OF SCHOOLS
			Urban
			Suburban
			Rural
			RESULTS
			Cognitive Attainment
			Skill Attainment
			Affective Attainment
			MATERIALS REVISED BASED ON RESULTS

PROJECT IDENTIFICATION: Kent State University

CURRICULUM: Focus on Inner City Social Studies
(FICSS)

DIRECTOR: Melvin Arnoff

PROJECT ADDRESS: Kent State University, College of
Education, Room 121, Kent, Ohio 44242

PUBLISHER: To be announced

AVAILABLE FROM: Project, 1970

GRADE LEVEL AND STRUCTURE: K-12. Civics, American Government, World Culture, Problems of Democracy

SUBJECT AREA: Social Science/Social Studies

COST OF MATERIALS: Information available from project

The major objective of this project was to design a curriculum for K-12 which is appropriate for inner-city children. Material was selected or developed which was considered relevant in helping these students to deal intelligently with public and personal issues, comprehend the front pages of newspapers, and to understand the variety of ethnic and national cultures that make up the population of America.

Units for grade one focus on individual and group aspects of power, how to attain personal power, the values of group action, and various authority figures. Concepts learned in grade one are extended in the second-grade units, which delve into poverty and urban renewal with an emphasis on policy and decision-making. A third-grade unit called *Power*, is concerned with city government, the system, public officials, voting, and how to effectuate change. An important emphasis in the FICSS materials is on change and how to implement it. There is also substantial treatment of 'people power' in other nations. Units on Vietnam, the Near East, Czechoslovakia, Biafra and South Africa, and Peru and Nazi Germany speak to the condition of the people and the moral, military, economic, and political effects of our international affairs on them. Units for upper grades examine how groups function in relation to values and the conflict in values among competing pressure groups. The eleventh year prescribes an introduction to instruments of *Stability and Change*, looks at violent and non-violent protest, and tries to discover what methods

are the most likely to effect beneficial change. *The Individual vs. Forces in Society* examines, among other things, institutionalization, separation of power, federalism, and the military-industrial complex.

The strategy employed in this curriculum is that of Inquiry-Discovery. Pertinent problems are researched, and data collected and systematized for use in forming and testing generalizations which ultimately lead to understanding the nature of human social behavior.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Kent State University	
CURRICULUM		Focus on Inner City Social Studies	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		STRATEGIES EMPLOYED & EVALUATION INFORMATION	
AVAILABLE FROM		STRATEGIES	
Project		Teacher-Student Action	
Publisher		Direction	
70		Exposition	
GRADE LEVEL & STRUCTURE		Stories	
K-3		Pictures	
4-6		Demonstrations	
7-8		Questions	
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		Resource-Student Action	
10		Student Materials	
11		Films	
12		Filmstrips & Slides	
SUBJECT AREA		Records	
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)		Tapes	
SoS		Transparencies	
MATERIALS		Teacher-Student Interaction	
Student Materials		Discussion	
Teacher Guide		Questions	
A-V Kit		Case Studies	
Tests		Seminars	
FORMAT		Student-Student Interaction	
Curriculum		Role Playing	
One-year course		Games	
Semester		Simulations	
Units		Group Discussions	
Issues		Debates	
MEDIA UTILIZED		Student-Resource Interaction	
Student Materials		Readings	
Case Studies		Laboratory	
Readings		Documents	
Maps		Independent Study	
Charts		Film Loops	
Films & Filmstrips		Programmed Instruction	
Records		Artifacts	
Tapes		EVALUATION	
Transparencies		Field Tested	
Artifacts		TYPES OF SCHOOLS	
Other		Urban	
1 Incidentally used		Suburban	
2 Considered, but not of prime concern		Rural	
3 Occasionally recurring theme or intensively studied for short periods		RESULTS	
4 Continuously recurring theme		Cognitive Attainment	
5 Dominant theme		Skill Attainment	
* Not available for analysis		Affective Attainment	
		MATERIALS REVISED BASED ON RESULTS	
		X	

PROJECT IDENTIFICATION: Law in American Society

DIRECTOR: Robert H. Ratcliffe

PROJECT ADDRESS: Law in American Society, Room 850,
29 South La Salle Street, Chicago, Illinois 60603

PUBLISHER: Houghton Mifflin Company, 110 Tremont,
Boston, Massachusetts 02107

AVAILABLE FROM: Houghton Mifflin Company, 1970

GRADE LEVEL AND STRUCTURE: 5, 7, 8, 9, 11, 12.
Civics, American Government, Problems of Democracy

SUBJECT AREA: Political Science

COST OF MATERIALS: *Justice in Urban America*, \$4.95
for all six student booklets plus the teacher's guide. The
other material will be available January 17, 1971.

The materials from Law in American Society can be used either for a self-contained course or for supplementary units of two or more weeks in length. Although the material is specifically designed for the urban child, most of the problems concern suburban youth also, and would be of equal value to them.

The materials were written with the intention of focusing on the role of law in American society. By avoiding legal definitions and theory and emphasizing how the law works, what it does, and what it can be made to do, the developers hope to make law an essential part of the everyday vocabulary of American students. Besides learning to comprehend the law and being able to analyze situations in terms of legal issues involved, it is expected that respect for the law, a sense of efficacy, and enhanced skills will be outcomes of working with this material.

The fifth-grade material, *Law in a New Land*, uses the casebook method to discuss leadership and citizenship in early America. *Great Cases of the Supreme Court*, the grade seven-eight casebook, examines diverse topics such as criminal procedure and rights of the accused, equal opportunity, free speech, loyalty oaths, order, and extension of federalism. The most ambitious set of materials is the ninth-grade *Justice in Urban America* series, which is composed of six major units, each focusing on an area of law considered most relevant to

the lives of urban students. The titles are *Law and the City*, *Youth and the Law*, *Law and the Consumer*, *Landlord and Tenant*, *Poverty and Welfare*, and *Crime and Justice*. Another casebook, *Vital Issues of the Constitution*, has been prepared for grades eleven and twelve.

The course strategy calls for the students to be presented with a problem and real or hypothetical situation about which they express an opinion or speculate. The teacher leads a discussion utilizing directed questions after which the students read for more data, through which the fundamental pattern of law can be perceived.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION					
COURSE		Law in American Society			
CURRICULUM		Justice in Urban America			
SPECIFIC TITLE					
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS		STRATEGIES EMPLOYED & EVALUATION INFORMATION	
PUBLISHER	HM	AREA OF POLITICAL SCIENCE		STRATEGIES	
AVAILABLE FROM		Political Theory		Teacher-Student Action	
Project		Public Law	5	Direction	X
Publisher	70	International Relations		Exposition	X
GRADE LEVEL & STRUCTURE		Comparative Government		Stories	
K-3		American Political Behavior		Pictures	
4-6	5	National		Demonstrations	
7-8	X	Local	5	Questions	X
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS		Resource-Student Action	
10 Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	AG	Legitimacy	4	Student Materials	X
11 Sci./Soc. St.)	PoD	Authority	4	Films	
12		Power	4	Filmstrips & Slides	
SUBJECT AREA		Decision-Making	3	Records	
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	PSc	Leadership	2	Tapes	
		Citizenship		Transparencies	
		Representation		Teacher-Student Interaction	
		Voting		Discussion	X
		Socialization		Questions	X
		Interest Groups	3	Case Studies	X
MATERIALS		Participation		Seminars	
Student Materials	X	Parties		Student-Student Interaction	
Teacher Guide	X	Human Rights	4	Role Playing	X
A-V Kit		Freedom	4	Games	
Tests		Equality	4	Simulations	X
FORMAT		Natural Rights	3	Group Discussions	X
Curriculum		Conscience		Debates	X
One-year course	X	Justice	5	Student-Resource Interaction	
Semester		Duty	3	Readings	X
Units	X	Change		Laboratory	
Issues		Development		Documents	X
		Modernization		Independent Study	X
		Stability		Film Loops	
MEDIA UTILIZED		Conflict	3	Programmed Instruction	
Student Materials	X	Pressure		Artifacts	X
Case Studies	X	Violence		EVALUATION	
Readings	X	Resolution		Field Tested	X
Maps		Revolution		TYPES OF SCHOOLS	
Charts	X	Institutions	3	Urban	X
Films & Filmstrips		Bureaucracy		Suburban	X
Records		Sovereignty		Rural	
Tapes		Law	5	RESULTS	
Transparencies		ISSUES		Cognitive Attainment	X
Artifacts	X	Civil Rights	5	Skill Attainment	
Other	X	Violence		Affective Attainment	X
		Right to Dissent		MATERIALS REVISED	
		Political Security	4	BASED ON RESULTS	X
		Social Security	5		
		Quality of Life			
		Pollution			
		Overpopulation			
		Poverty & Welfare	3		
		International Peace & Law			
		Drug Use & Abuse			

1 Incidentally used
 2 Considered, but not of prime concern
 3 Occasionally recurring theme or intensively studied for short periods
 4 Continuously recurring theme
 5 Dominant theme
 * Not available for analysis

PROJECT IDENTIFICATION: Milwaukee Public Schools

CURRICULUM: *An Introduction to the Social Sciences and Humanities*

DIRECTOR: Arthur H. Rumpf

PROJECT ADDRESS: Milwaukee Public Schools,
Administration Building, P. O. Drawer 10K, Milwaukee,
Wisconsin 53201

PUBLISHER: None

AVAILABLE FROM: Project, 1969

GRADE LEVEL AND STRUCTURE: 7. Social Studies

SUBJECT AREA: Social Science/Social Studies

COST OF MATERIALS: \$8.00 per set (includes *Teacher's Guide*, *Student Handbook*, one regular *Book of Readings* and one *Low Track Book of Readings*)

The material for this project is geared to accommodate the wide range of pupil abilities and interests found in an urban school district. The course focuses on man and the concepts of culture that help students understand their own physical and social nature as well as the structure and operation of universal social institutions. This study is predicated on the assumption that social studies education should pursue three broad objectives: helping youngsters increase information, develop and use cognitive skills, and examine and clarify the matrix of individual and societal values.

Part I of the curriculum presents materials designed to enable students to find out what it means to be human, while Part II hopes to enable pupils to learn those cognitive skills which will help them operate more effectively in American society. These later units include *City Government*, *Living in Milwaukee County*, *Successful Living in Wisconsin*, *National Government*, and *The American Governmental System*. Such concepts as law, sanctions, authority, decision-making, obligations and privileges of citizenship, and interdependence are used to organize the data presented.

Although the student handbook, two track books of readings (discovery episodes), and teacher's guide are all developed from a widely diversified spectrum of teaching-learning strategies, a pervasive thread of inquiry has been used to tie the materials together.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION Milwaukee Public Schools			
CURRICULUM An Introduction to the Social Sciences and Humanities			
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		AREA OF POLITICAL SCIENCE	
AVAILABLE FROM		Political Theory	
Project	69	Public Law	2
Publisher		International Relations	
GRADE LEVEL & STRUCTURE		Comparative Government	
K-3		American Political Behavior	
4-6		National	3
7-8	7	Local	3
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		CONCEPTS	
10		Legitimacy	3
11		Authority	3
12		Power	2
SUBJECT AREA		Decision-Making	
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)		Leadership	
SoS		Citizenship	3
		Representation	3
		Voting	3
		Socialization	2
		Interest Groups	2
		Participation	3
		Parties	2
		Human Rights	3
		Equality	3
		Natural Rights	2
		Conscience	3
		Justice	3
		Duty	3
		Change	Development
		Modernization	
		Stability	
		Conflict	Pressure
		Violence	
		Resolution	3
		Revolution	
		Institutions	3
		Bureaucracy	1
		Sovereignty	2
		Law	2
		EVALUATION	
		Field Tested	
		TYPES OF SCHOOLS	
		Urban	
		Suburban	
		Rural	
		RESULTS	
		Cognitive Attainment	
		Skill Attainment	
		Affective Attainment	
		MATERIALS REVISED	
		BASED ON RESULTS	
		X	

1 Incidentally used

2 Considered, but not of prime concern

3 Occasionally recurring theme or intensively studied for short periods

4 Continuously recurring theme

5 Dominant theme

* Not available for analysis

PROJECT IDENTIFICATION: Minneapolis Public Schools

CURRICULUM: Task Force on Minority Cultures

DIRECTOR: Christian Skjervold

PROJECT ADDRESS: 107 S.E. 4th Street, Minneapolis,
Minnesota 55414

PUBLISHER: To be announced

AVAILABLE FROM: Commercial publication expected
shortly

GRADE LEVEL AND STRUCTURE: 4, 5, 7, 9, 12. Civics,
Problems of Democracy

SUBJECT AREA: History, Social Science/Social Studies

COST OF MATERIALS: Not yet determined

As the micro-units from this project were developed for the purpose of helping bridge the gap which has existed in the regular social studies program, they are intended to "plug in" to the existing curriculum with as much continuity as possible. Each of the units requires from four to five hours of instruction.

The theme which has been selected by the project developers to implement their program of teaching minority-culture contribution is one of unity and commonality. They suggest that the most worthy values are human values independent of racial, national, and political boundaries.

Politically-oriented units are *Americans All* and *Human Rights* for grade four; *Afro-American Contributors* and *What Is A Democracy?* for grade five; *The Legacy of Racist Oppression—1955 to the Present* for grade nine; *The Negro in the Free States: 1790-1860* for grade eleven; and *When Groups Meet* and *Society in Crisis: Discussion Perspectives* for grade twelve.

It is suggested that critical inquiry is the best process with which to teach the desired social studies concepts and skills.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION			
CURRICULUM		Minneapolis Public Schools	
SPECIFIC TITLE		Task Force on Minority Cultures	
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project	70	Public Law	Direction
Publisher		International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6	4-5	National	Demonstrations
7-8	7	Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10 Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		Legitimacy	Student Materials
11 Sci./Soc. St.)		Authority	Films
12	PoD	Power	Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	His SoS	Leadership	Tapes
		Citizenship Representation	Transparencies
		Voting	Teacher-Student Interaction
		Socialization	Discussion
MATERIALS		Interest Groups	Questions
Student Materials	X	Participation	Case Studies
Teacher Guide	X	Parties	Seminars
A-V Kit		Human Rights Freedom	Student-Student Interaction
Tests		Equality	Role Playing
FORMAT		Natural Rights	Games
Curriculum		Conscience	Simulations
One-year course		Justice	Group Discussions
Semester		Duty	Debates
Units	X	Change Development	Student-Resource Interaction
Issues		Modernization	Readings
		Stability	Laboratory
MEDIA UTILIZED		Conflict Pressure	Documents
Student Materials	X	Violence	Independent Study
Case Studies	X	Resolution	Film Loops
Readings	X	Revolution	Programmed Instruction
Maps	X	Institutions	Artifacts
Charts	X	Bureaucracy	EVALUATION
Films & Filmstrips	X	Sovereignty	Field Tested
Records	X	Law	TYPES OF SCHOOLS
Tapes	X	ISSUES	Urban
Transparencies	X	Civil Rights	Suburban
Artifacts		Violence	Rural
Other		Right to Dissent	RESULTS
		Political Security	Cognitive Attainment
		Social Security	Skill Attainment
		Quality of Life	Affective Attainment
		Pollution	MATERIALS REVISED
		Overpopulation	BASED ON RESULTS
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

1 Incidentally used
2 Considered, but not of prime concern
3 Occasionally recurring theme or intensively studied for short periods
4 Continuously recurring theme
5 Dominant theme
* Not available for analysis

PROJECT IDENTIFICATION: Minnesota, University of
CURRICULUM: Project Social Studies
DIRECTOR: Edith West
PROJECT ADDRESS: 130 Piek Hall, University of
Minnesota, Minneapolis, Minnesota 55455
PUBLISHER: Green Printing Co., 631 8th Avenue North,
Minneapolis, Minnesota 55411
AVAILABLE FROM: Public domain versions of the teach-
er's guides, resource units, student resources, and back-
ground papers available from Green Printing Company.
Grades 7 and 8, Addison-Wesley. Grades 1-4 in kits, SEE
Publishing Company, Newton, Massachusetts.
GRADE LEVEL AND STRUCTURE: K-12. Civics, Ameri-
can Government, American History, Problems of Democ-
racy
SUBJECT AREA: Social Science/Social Studies
COST OF MATERIALS: Student materials, \$2.35-\$28.50;
teacher's guide, no charge.

Although the material is designed for sequential use, with sufficient preparation it would be possible to establish a groundwork of concepts so that different levels could be used singly. A vast array of materials is suggested which might be somewhat troublesome to assemble with the temporary publication; however, the new materials will have audio-visual components included.

One of the major features of this curriculum is the provision for continuity and sequential development of content, generalizations, skills, and attitudes, with culture as the cornerstone and unifying theme. Thus, concepts and key generalizations are introduced in simple forms in the early course and repeated at increasing levels of difficulty throughout the grades, adding to both the depth and breadth of understanding. Increasingly complex experiences, attitudes, and skills are spaced through the curriculum. Citizenship education represents a strong component of the course because the developers feel that through rational participatory activity both the society and the human dignity of the individual can best be served. In order to meet

the needs of students of different ability levels, some units offer as many as three reading levels of appropriate material.

The two-year sequence for first and second grades, *Families Around the World*, uses detailed studies of diverse family patterns to teach concepts like culture, role, socialization, site, and culture change. In the third-grade material, *Communities Around the World*, studies of local and urban, as well as other types of communities in the United States and abroad, are used to develop concepts introduced in earlier grades as well as begin a comparative study of social institutions. *Our Political System*, in the eighth grade, emphasizes decision-making behavior in political parties and at elections, in the three branches of government, and at the local level. Interestingly enough, the study of government is at the eighth-grade level rather than the ninth because the most current literature on political socialization indicates that political attitudes are crystallized by this time. Both the eleventh and twelfth grades devote considerable time to an analysis of culture, values, and policy alternatives; problems of the United States and western and non-western nations; and a study of comparative government. The curriculum culminates with an assortment of activities related to determining "What is the good life?"

Inquiry is emphasized as a teaching strategy, but it is also recognized that other methods are more appropriate in reaching certain goals or developing specific skills. A quantity and variety of both unit elements and teaching methods are identified so that teachers can select those which are most suitable for their particular classroom situation.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Minnesota, University of	
CURRICULUM		Project Social Studies	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	GR	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	69	International Relations	1 Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	3 Stories
K-3	X	American Political Behavior	Pictures
4-6	X	National	3 Demonstrations
7-8	X	Local	3 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	AG	Legitimacy	3 Student Materials
11	AH	Authority	3 Films
12	PoD	Power	2 Filmstrips & Slides
SUBJECT AREA		Decision-Making	4 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	Leadership	2 Tapes
		Citizenship Representation	2 Transparencies
		Voting	3 Teacher-Student Interaction
		Socialization	4 Discussion
		Interest Groups	Questions
MATERIALS		Participation	3 Case Studies
Student Materials	X	Parties	3 Seminars
Teacher Guide	X	Human Rights Freedom	3 Student-Student Interaction
A-V Kit		Equality	3 Role Playing
Tests	X	Natural Rights	2 Games
FORMAT		Conscience	3 Simulations
Curriculum	X	Justice	4 Group Discussions
One-year course		Duty	3 Debates
Semester		Change Development	2 Student-Resource Interaction
Units		Modernization	2 Readings
Issues		Stability	3 Laboratory
MEDIA UTILIZED		Conflict Pressure	Documents
Student Materials	X	Violence	Independent Study
Case Studies	X	Resolution	5 Film Loops
Readings	X	Revolution	Programmed Instruction
Maps	X	Institutions	3 Artifacts
Charts	X	Bureaucracy	EVALUATION
Films & Filmstrips	X	Sovereignty	Field Tested
Records	X	Law	3
Tapes	X	ISSUES	TYPES OF SCHOOLS
Transparencies	X	Civil Rights	Urban
Artifacts		Violence	Suburban
Other		Right to Dissent	Rural
		Political Security	2
		Social Security	3
		Quality of Life	RESULTS
		Pollution	Cognitive Attainment
		Overpopulation	Skill Attainment
		Poverty & Welfare	2 Affective Attainment
		International Peace & Law	MATERIALS REVISED
		Drug Use & Abuse	BASED ON RESULTS

1 Incidentally used
2 Considered, but not of prime concern
3 Occasionally recurring theme or intensively studied for short periods
4 Continuously recurring theme
5 Dominant theme
* Not available for analysis

PROJECT IDENTIFICATION: New York Regional
Laboratory

CURRICULUM: Center for Urban Education

DIRECTOR: Robert A. Dentler

PROJECT ADDRESS: 105 Madison Avenue, New York,
New York 10016

PUBLISHER: In negotiation

AVAILABLE FROM: Project, 1970

GRADE LEVEL AND STRUCTURE: 3-8. Social Studies

SUBJECT AREA: Social Science/Social Studies

COST OF MATERIALS: Information available from project

The material from the Center for Urban Education is conceived to be developmental rather than compensatory. The developers feel that there must be a complete restructuring of the purposes, content, and environment of inner-city education. Their fundamental objective is to contribute strategic knowledge and resources to the strengthening and improvement of educational services of all kinds and at all levels within urban society.

"Instructional Profiles" of the third- and fourth-grade levels are structured to help new, inexperienced teachers conduct relevant, effective classes during their first years of work. The model lesson plans contain guidance and materials for the forty weeks of the full school year. Each Profile card presents two kinds of instructional aid: a step-by-step set of procedures to be used in class, and a series of alternatives and references for further pursuit by the teacher. Units that are most pertinent to political science are called *How We Practice Good Citizenship*, *They Knew About Families*, *They Tried to Explain Their World*, and *We Survey Our Community*.

The fourth- and fifth-grade materials, *Planning for Change*, apply more directly to political science. These components were originally designed for junior high, but were adapted for lower levels. It was felt that the study of planned change should start as early as possible since many provocative remedies lie in a vastly increased urban renewal and social service operation, and these cannot be implemented without effective understanding and participation of a knowledgeable

citizenry. The idea behind this two-semester curriculum is to demonstrate that environment is man-made and can be changed by men, including students, as participants in community processes. The major sequence in the material is Unit I, *The Neighborhood*, and Unit II, *Neighborhood Problems*. The minor sequence includes Units III and IV, which deal specifically with New York City; V, *What Does A Big City Have to Offer?*; VI, *History of Your Neighborhood*; VII, *Urban Design*; and VIII, *Future Planning*. Except for the essential core sequence of I and II, which must be taught in that order, the other units can be shifted or even deleted. The units contain a summary of unit activity and related learning objectives to facilitate their adaptation to other areas and they can be upgraded for use in junior high.

The total strategy is limited and only seeks to provide the teacher with a simple step-by-step approach containing a number of specific, limited goals and specific procedures.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		New York Regional Laboratory	
CURRICULUM		Center for Urban Education	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		AREA OF POLITICAL SCIENCE	
AVAILABLE FROM		Political Theory	
Project	70	Public Law	Teacher-Student Action
Publisher		International Relations	Direction
GRADE LEVEL & STRUCTURE		Comparative Government	Exposition
K-3	3	American Political Behavior	Stories
4-6	X	National	Pictures
7-8	X	Local	Demonstrations
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		CONCEPTS	Questions
10 Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		Legitimacy	Resource-Student Action
11 Sci./Soc. St.)		Authority	Student Materials
12		Power	Films
SUBJECT AREA		Decision-Making	Filmstrips & Slides
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	Leadership	Records
MATERIALS		Citizenship	Tapes
Student Materials	X	Representation	Transparencies
Teacher Guide	X	Voting	Teacher-Student Interaction
A-V Kit	X	Socialization	Discussion
Tests		Interest Groups	Questions
FORMAT		Participation	Case Studies
Curriculum		Parties	Seminars
One-year course	X	Human Rights	Student-Student Interaction
Semester		Equality	Role Playing
Units	X	Natural Rights	Games
Issues		Conscience	Simulations
MEDIA UTILIZED		Justice	Group Discussions
Student Materials	X	Duty	Debates
Case Studies		Change	Student-Resource Interaction
Readings	X	Development	Readings
Maps	X	Modernization	Laboratory
Charts	X	Stability	Documents
Films & Filmstrips	X	Conflict	Independent Study
Records	X	Pressure	Film Loops
Tapes	X	Violence	Programmed Instruction
Transparencies	X	Resolution	Artifacts
Artifacts	X	Revolution	EVALUATION
Other	X	Institutions	Field Tested
1 Incidentally used		Bureaucracy	TYPES OF SCHOOLS
2 Considered, but not of prime concern		Sovereignty	Urban
3 Occasionally recurring theme or intensively studied for short periods		Law	Suburban
4 Continuously recurring theme		ISSUES	Rural
5 Dominant theme		Civil Rights	RESULTS
* Not available for analysis		Violence	Cognitive Attainment
		Right to Dissent	Skill Attainment
		Political Security	Affective Attainment
		Social Security	MATERIALS REVISED
		Quality of Life	BASED ON RESULTS
		Pollution	
		Overpopulation	
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	X

PROJECT IDENTIFICATION: New York, State University of, at Buffalo

CURRICULUM: The Use of Electronic Computers to Improve Individualization of Instruction Through Unit Teaching

DIRECTOR: Robert S. Harnack

PROJECT ADDRESS: State University of New York at Buffalo, Department of Curriculum Development and Instructional Media, 220-A Foster Hall, Library Circle, Buffalo, New York 14214

PUBLISHER: None

AVAILABLE FROM: Information available from project, 1965

GRADE LEVEL AND STRUCTURE: K-12. Civics, American Government, American History, Problems of Democracy

SUBJECT AREA: Social Science/Social Studies

COST OF MATERIALS: Information available from project

Schools which would be interested in generating resource guides would need to procure the computer-based units which are usually made available on computer tape, as well as computer software. In order to generate the specific guides for each teacher it would be necessary to have compatible hardware or computers. The minimum hardware requirement is an IBM 360 F 30 with two-tape drive and 2311 disc drive, and one line printer available for the program execution. The programs now in use are written in DOS COBOL and basic assembler language.

Basically the program proposes to use computers to help elementary and secondary school teachers in their preplanning of large, small, and individual teaching-learning situations within the context of unit teaching. The computer serves as a retrieval system designed to aid the teacher in his decision-making about classroom objectives, subject matter, small and large group activities, and measuring devices as these items relate to those objectives which the teacher has chosen. The second part provides the teacher with suggestions for individual activities and instructional material for each individual pupil.

The project has at present developed, coded, and programmed 35 computer-based resource guides, some of which would be useful as supplementary units in traditional social science courses. For example, already prepared are units entitled "The American People" (10), "The Communities of Man" (K-6), "Drugs and Narcotics" (7-9), "Manifest Destiny" (10), "United States Constitution" (11), and "World War II" (11). In addition, as all the resource units have been coded to the same variables, if one wishes to develop a new resource unit about a topic or theme which does not exist in the data file, but about which one can identify related variables, it is possible to generate a new resource unit from units already in existence.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		New York, State University of, at Buffalo	
CURRICULUM		The Use of Electronic Computers to Improve Individualization	
SPECIFIC TITLE		of Instruction Through Unit Teaching	
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	STRATEGIES EMPLOYED & EVALUATION INFORMATION
PUBLISHER		AREA OF POLITICAL SCIENCE *	STRATEGIES *
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project	65	Public Law	Direction
Publisher		International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3	X	American Political Behavior	Pictures
4-6	X	National	Demonstrations
7-8	X	Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS *	Resource-Student Action
10	AG	Legitimacy	Student Materials
11	AH	Authority	Films
12	PoD	Power	Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	Leadership	Tapes
		Citizenship Representation	Transparencies
		Voting	Teacher-Student Interaction
		Socialization	Discussion
MATERIALS *		Interest Groups	Questions
Student Materials		Participation	Case Studies
Teacher Guide		Parties	Seminars
A-V Kit		Human Rights Freedom	Student-Student Interaction
Tests		Equality	Role Playing
FORMAT		Natural Rights	Games
Curriculum		Conscience	Simulations
One-year course		Justice	Group Discussions
Semester		Duty	Debates
Units	X	Change Development	Student-Resource Interaction
Issues		Modernization	Readings
		Stability	Laboratory
MEDIA UTILIZED *		Conflict Pressure	Documents
Student Materials		Violence	Independent Study
Case Studies		Resolution	Film Loops
Readings		Revolution	Programmed Instruction
Maps		Institutions	Artifacts
Charts		Bureaucracy	EVALUATION *
Films & Filmstrips		Sovereignty	Field Tested
Records		Law	TYPES OF SCHOOLS *
Tapes		ISSUES *	Urban
Transparencies		Civil Rights	Suburban
Artifacts		Violence	Rural
Other		Right to Dissent	RESULTS *
		Political Security	Cognitive Attainment
		Social Security	Skill Attainment
		Quality of Life	Affective Attainment
		Pollution	MATERIALS REVISED
		Overpopulation	BASED ON RESULTS *
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

1 Incidentally used
 2 Considered, but not of prime concern
 3 Occasionally recurring theme or intensively studied for short periods
 4 Continuously recurring theme
 5 Dominant theme
 * Not available for analysis

PROJECT IDENTIFICATION: North Central Association

CURRICULUM: Foreign Relations Project

DIRECTOR: Jerry R. Moore

PROJECT CLOSED

PUBLISHER: Laidlaw Brothers, Thatcher and Madison,
River Forest, Illinois 60305

AVAILABLE FROM: Laidlaw Brothers, 1966

GRADE LEVEL AND STRUCTURE: 9-12. Civics, American Government, American History, Problems of Democracy

SUBJECT AREA: Political Science

COST OF MATERIALS: Student materials, \$.75 per unit; teacher's guide, \$.30 per unit; tests, no charge.

It should, perhaps, be noted that this project is closed, and there is apparently no intent to revise or update the material. As it is copyrighted in 1965 and 1966, current material would have to be sought elsewhere.

The goals of this project were to provide students with accurate, objective and comprehensive materials to enable them to gain the necessary background for understanding foreign policy problems; to stimulate interest in and develop their comprehension of basic American foreign policy; and to help students develop the ability to think critically about international affairs.

The series offers twelve booklets, which, it is suggested, can be used as basic texts in foreign policy courses or in conjunction with existing high school civics, American government, American history, and problems of democracy courses. The titles are *The United States and World Affairs*, *Chinese Dilemma*, *American Role in the Middle East*, *The New Europe*, *The Common Market and the United States*, *Southeast Asia and American Policy*, *The United States and the Soviet Challenge*, *Africa and the World Today*, *The United States and the United Nations*, *The United States' Role in Latin America*, *India and the World Today*, and *Japan—Ally in the Far East*.

Each teacher's guide offers some general suggestions pointing up the relevant and important concepts which should be

gleaned from each chapter in the booklet. In addition, specific class activities are outlined and there are extensive listings of available films, filmstrips, records, transparencies, and appropriate bibliographic information.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		North Central Association	
CURRICULUM		Foreign Relations Project	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	L	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	66	International Relations	5 Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6		National	Demonstrations
7-8		Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	AG	Legitimacy	2 Student Materials
11	AH	Authority	3 Films
12	PoD	Power	3 Filmstrips & Slides
SUBJECT AREA		Decision-Making	4 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)		Leadership	Tapes
		Citizenship	Transparencies
		Representation	Teacher-Student Interaction
		Voting	Discussion
		Socialization	Questions
		Interest Groups	Case Studies
		Participation	Seminars
		Parties	
MATERIALS		Human Rights	Freedom
Student Materials	X	Equality	2
Teacher Guide	X	Natural Rights	3
A-V Kit		Conscience	Role Playing
Tests	X	Justice	Games
FORMAT		Duty	Simulations
Curriculum		Change	Group Discussions
One-year course		Development	3 Debates
Semester		Modernization	4
Units	X	Stability	3
Issues		Conflict	Readings
MEDIA UTILIZED		Pressure	Laboratory
Student Materials	X	Violence	Documents
Case Studies		Resolution	Independent Study
Readings	X	Revolution	Film Loops
Maps	X	Institutions	3 Programmed Instruction
Charts	X	Bureaucracy	Artifacts
Films & Filmstrips		Sovereignty	EVALUATION
Records		Law	2
Tapes		ISSUES	Field Tested
Transparencies		Civil Rights	TYPES OF SCHOOLS
Artifacts		Violence	Urban
Other		Right to Dissent	Suburban
		Political Security	Rural
		Social Security	3
		Quality of Life	RESULTS
		Pollution	Cognitive Attainment
		Overpopulation	Skill Attainment
		Poverty & Welfare	Affective Attainment
		International Peace & Law	4
		Drug Use & Abuse	MATERIALS REVISED BASED ON RESULTS

1 Incidentally used
2 Considered, but not of prime concern
3 Occasionally recurring theme or intensively studied for short periods
4 Continuously recurring theme
5 Dominant theme
* Not available for analysis

PROJECT IDENTIFICATION: Northwestern University,
World History Project

CURRICULUM: *A Global History of Man*

DIRECTOR: Leften S. Stavrianos

PROJECT ADDRESS: Department of History, Northwestern
University, Evanston, Illinois 60201

PUBLISHER: Allyn & Bacon, 470 Atlantic Avenue,
Boston, Massachusetts 02210

AVAILABLE FROM: Allyn & Bacon, 1970

GRADE LEVEL AND STRUCTURE: 10-12. World Cul-
ture

SUBJECT AREA: History

COST OF MATERIALS: *A Global History of Man*, \$6.09;
teacher's guide, \$.80.

The primary goal of this project is to produce high-quality curricular material for junior and senior high schools. The discipline utilized is history and the aim is to insure global coverage of the world.

A Global History of Man is divided into four parts. The introductory unit is devoted to the influence of geography on history. The three units comprising Part 2 cover world history from prehistoric times to the present. Part 3 is concerned with separate culture areas of the world—Soviet Union, Latin America, Middle East, China, and Sub-Saharan Africa. The final unit focuses on factors uniting and dividing the world, such as the United Nations, other international organizations, treaties and blocs, the Cold War, and the ideological struggle. Each general part of the book is divided into four sections: Basic Facts, Politics, Economics, and Culture Use. Also, the author uses a flashback technique in which today's conditions are first described and then causes are suggested by references to history. A second product, *Readings in World History*, includes many types of primary and secondary source material from varying perspectives. Each unit is structured to correspond to the material in *A Global History of Man*; however, both may be used independently. The *Culture Areas in Perspective* series (1966-1967) offers paperback editions of culture area units from an earlier version of *A Global History*

of Man. Each is eighty pages in length and retains all of the text, illustrations, and study material which appeared in the full book.

Following each section within a unit is a series of exercises designed to test recall of the preceding material. At the end of each unit a series of activities is provided which require the student to interpret, compare, contrast, collate, and evaluate.

Seventh-grade material offering an interdisciplinary approach to world history is currently in preparation.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Northwestern University World History Project	
CURRICULUM		A Global History of Man	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	AB	AREA OF POLITICAL SCIENCE	STRATEGIES EMPLOYED & EVALUATION INFORMATION
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	70	International Relations	2 Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	3 Stories
K-3		American Political Behavior	Pictures
4-6		National	Demonstrations
7-8		Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	WC	CONCEPTS	Resource-Student Action
10	WC	Legitimacy	3 Student Materials
11	WC	Authority	3 Films
12	WC	Power	3 Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	His	Leadership	Tapes
		Citizenship	Representation
		Voting	Teacher-Student Interaction
		Socialization	Discussion
MATERIALS		Interest Groups	Questions
Student Materials	X	Participation	Case Studies
Teacher Guide	X	Parties	Seminars
A-V Kit		Human Rights	Freedom
Tests	X	Equality	Student-Student Interaction
FORMAT		Natural Rights	Role Playing
Curriculum		Conscience	Games
One-year course	X	Justice	Simulations
Semester		Duty	Group Discussions
Units		Change	Development
Issues		Modernization	3 Student-Resource Interaction
		Stability	2 Readings
MEDIA UTILIZED		Conflict	Pressure
Student Materials	X	Violence	Laboratory
Case Studies		Resolution	3 Documents
Readings	X	Revolution	2 Independent Study
Maps	X	Institutions	2 Film Loops
Charts		Bureaucracy	2 Programmed Instruction
Films & Filmstrips		Sovereignty	2 Artifacts
Records		Law	3 EVALUATION
Tapes		ISSUES	Field Tested
Transparencies		Civil Rights	TYPES OF SCHOOLS
Artifacts		Violence	Urban
Other		Right to Dissent	Suburban
		Political Security	Rural
		Social Security	RESULTS
		Quality of Life	Cognitive Attainment
		Pollution	Skill Attainment
		Overpopulation	Affective Attainment
		Poverty & Welfare	MATERIALS REVISED
		International Peace & Law	3 BASED ON RESULTS
		Drug Use & Abuse	*

1 Incidentally used
2 Considered, but not of prime concern
3 Occasionally recurring theme or intensively studied for short periods
4 Continuously recurring theme
5 Dominant theme
* Not available for analysis

PROJECT IDENTIFICATION: Ohio University,
Economics Curricular Materials for Secondary Schools
CURRICULUM: Economics Curricular Materials
DIRECTOR: Meno Lovenstein
PROJECT ADDRESS: Ohio Council on Economic
Education, Copeland Hall, College of Business
Administration, Ohio University, Athens, Ohio 45701
PUBLISHER: None
AVAILABLE FROM: Project, 1970
GRADE LEVEL AND STRUCTURE: 9-12. Civics, American Government, Problems of Democracy
SUBJECT AREA: Economics
COST OF MATERIALS: Student materials, \$1.65; teacher's guide, \$5.00.

The materials designed by this project are suitable for ninth graders, particularly students with average or better abilities, and they have been used successfully for grades ten through twelve. Though the course was designed for one semester, it usually requires more time, and the sequential development of the 18 units militates against their random use.

The authors believe that students can best prepare to deal with societal problems, particularly those related to economics, by working through problems in the classroom. The course is developed by arranging for the progressive student discovery of the unfolding structure of economics, during which he participates in economic reasoning and relates economic analysis to economic policy.

Two basic analytical themes, marginal analysis and institutions, pervade the 18 units. The units are grouped into three divisions according to major concepts.

The last section deals with certain aspects of political science, primarily the economic roles of government. Units 15 through 18 discuss and compare the economic decisions of governments in traditional market and planned economy systems. Unit 18 also adds another dimension by dealing with problems and policies relating to agriculture, monopoly, and poverty in the United States.

The materials present situations and problems which are expected to lead the students to reason out the nature of each

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concept and the relationships and linkages among concepts. Questions, additional information, and many other suggested aids are given in the *Teachers' Guide* to tie the student activities to the conceptual structure that is being developed.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Ohio University, Economics Curricular Materials for Secondary Schools	
CURRICULUM		Economics Curricular Materials	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		AREA OF POLITICAL SCIENCE	
AVAILABLE FROM		Political Theory	
Project	70	Public Law	Direction
Publisher		International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6		National	3 Demonstrations
7-8		Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	AG	Legitimacy	Student Materials
11	AG	Authority	Films
12	PoD	Power	Filmstrips & Slides
SUBJECT AREA		Decision-Making	3 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	Eco	Leadership	2 Tapes
MATERIALS		Citizenship Representation	Transparencies
Student Materials	X	Voting	Teacher-Student Interaction
Teacher Guide	X	Socialization	Discussion
A-V Kit		Interest Groups	2 Questions
Tests		Participation	Case Studies
FORMAT		Parties	Seminars
Curriculum		Human Rights Freedom	Student-Student Interaction
One-year course		Equality	Role Playing
Semester	X	Natural Rights	Games
Units		Conscience	Simulations
Issues		Justice	Group Discussions
MEDIA UTILIZED		Duty	Debates
Student Materials	X	Change Development	2 Student-Resource Interaction
Case Studies	X	Modernization	2 Readings
Readings	X	Stability	3 Laboratory
Maps		Conflict Pressure	2 Documents
Charts	X	Violence	Independent Study
Films & Filmstrips		Resolution	Film Loops
Records		Revolution	Programmed Instruction
Tapes		Institutions	Artifacts
Transparencies		Bureaucracy	EVALUATION
Artifacts		Sovereignty	Field Tested
Other		Law	TYPES OF SCHOOLS
1 Incidentally used		ISSUES	Urban
2 Considered, but not of prime concern		Civil Rights	Suburban
3 Occasionally recurring theme or intensively studied for short periods		Violence	Rural
4 Continuously recurring theme		Right to Dissent	RESULTS
5 Dominant theme		Political Security	Cognitive Attainment
* Not available for analysis		Social Security	Skill Attainment
		Quality of Life	Affective Attainment
		Pollution	MATERIALS REVISED
		Overpopulation	BASED ON RESULTS
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

PROJECT IDENTIFICATION: Providence Social Studies Curriculum Project

CURRICULUM: Social Studies Curriculum

PROJECT DIRECTOR: Ridgway F. Shinn, Jr.

PROJECT ADDRESS: Rhode Island College, Providence, Rhode Island, 02908

PUBLISHER: Rhode Island College Bookstore, 600 Mt. Pleasant Avenue, Providence, Rhode Island 02908

AVAILABLE FROM: Rhode Island College Bookstore, 1969

GRADE LEVELS AND STRUCTURE: K-12. World Culture, American Government, American History, Problems of Democracy

SUBJECT AREA: History, Geography

COST OF MATERIALS: Student materials, \$1.47-\$2.95; teacher's guide, no charge.

A multiplicity of source material would have to be obtained to conduct these courses properly. There is primary reliance on textbooks, pamphlets, equipment, and audio-visual aids from educational publishing houses, but the layout of resource units works against the use of single sources as there are no texts available broad enough to answer all the posed questions. The series of resource units (curriculum bulletins) can be used wholly or in part.

Although it is stated in the rationale that all social science disciplines, specialists in learning and curriculum theory, teachers, and administrators should be involved in classroom change, the program reflects the dominance of curriculum specialists and classroom teachers. The three booklets in which the overall as well as unit rationales are outlined contain lists of concepts and generalizations from all disciplines in the social sciences plus the ways in which history and geography are to be used as the integrating disciplines. The curriculum is based on a new-world view of society. In the past, education has looked at the world through the perspective of the American culture, too often forgetting that there are many divergent views of the world.

Grades K-3 concentrate on neighborhoods, working sequentially through families, basic needs of man, neighborhood patterns, and finally community patterns. With geography again utilized as the organizing discipline, grades four through seven examine regions. The fourth graders study types of regions; fifth graders do an analysis of one culture region (Anglo-America); students in the sixth grade contrast and compare Africa and Latin America; and the seventh graders examine Southeast Asia, Western Europe, and the Soviet Union. Switching to history as the organizer, grades eight through eleven are concerned with a study of contemporary civilizations—East Asian, Indian, Muslim, and Western. Grade eleven deals explicitly with the American economic and political system. The curriculum culminates in grade twelve with a study of issues in contemporary societies.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Providence Social Studies Curriculum Project	
CURRICULUM		Social Studies Curriculum	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	STRATEGIES EMPLOYED & EVALUATION INFORMATION
PUBLISHER	RI	AREA OF POLITICAL SCIENCE	STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	69	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	3 Stories
K-3	X	American Political Behavior	Pictures
4-6	X	National	3 Demonstrations
7-8	X	Local	3 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	AH	CONCEPTS	Resource-Student Action
10	WC	Legitimacy	Student Materials
11	AG	Authority	1 Films
12	POD	Power	1 Filmstrips & Slides
SUBJECT AREA		Decision-Making	1 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	His Geo	Leadership	1 Tapes
MATERIALS		Citizenship	2 Representations
Student Materials	X	Voting	2 Teacher-Student Interaction
Teacher Guide	X	Socialization	3 Discussion
A-V Kit		Interest Groups	2 Questions
Tests	X	Participation	2 Case Studies
FORMAT		Parties	1 Seminars
Curriculum	X	Human Rights	Freedom
One-year course		Equality	3 Student-Student Interaction
Semester		Natural Rights	3 Role Playing
Units		Conscience	3 Games
Issues		Justice	4 Simulations
MEDIA UTILIZED		Duty	3 Group Discussions
Student Materials	X	Change	Development
Case Studies	X	Modernization	2 Debates
Readings	X	Stability	2 Student-Resource Interaction
Maps	X	Conflict	Pressure
Charts	X	Violence	Readings
Films & Filmstrips	X	Resolution	4 Laboratory
Records	X	Revolution	Documents
Tapes	X	Institutions	2 Independent Study
Transparencies	X	Bureaucracy	Film Loops
Artifacts		Sovereignty	Programmed Instruction
Other		Law	Artifacts
1 Incidentally used		ISSUES	EVALUATION
2 Considered, but not of prime concern		Civil Rights	Field Tested
3 Occasionally recurring theme or intensively studied for short periods		Violence	TYPES OF SCHOOLS
4 Continuously recurring theme		Right to Dissent	Urban
5 Dominant theme		Political Security	Suburban
* Not available for analysis		Social Security	Rural
		Quality of Life	RESULTS
		Pollution	Cognitive Attainment
		Overpopulation	Skill Attainment
		Poverty & Welfare	Affective Attainment
		International Peace & Law	MATERIALS REVISED
		Drug Use & Abuse	BASED ON RESULTS

PROJECT IDENTIFICATION: San Francisco State College
CURRICULUM: Taba Curriculum Development Project
DIRECTORS: Norman E. Wallace, Mary C. Durkin, and
 Jack R. Fraenkel
PROJECT ADDRESS: Room 10, Education Building,
 San Francisco State College, 1600 Holloway, San
 Francisco, California 94132
PUBLISHER: Addison-Wesley Publishing Company,
 Sand Hill Road, Menlo Park, California 94025
AVAILABLE FROM: Addison-Wesley, 1969
GRADE LEVEL AND STRUCTURE: 1-8. Social Studies
SUBJECT AREA: Social Science/Social Studies
COST OF MATERIALS: Student materials, \$2.55; teacher's
 guide, \$3.60.

The materials for this project consist of a series of curriculum guides in the form of teaching-learning units. Assembly of multiple materials identified in the bibliographies is required to implement the curriculum. The teaching skills required would probably be enhanced by a workshop or some teacher training in Taba techniques.

This project plans for sequential development of knowledge, cognitive skills, academic and social skills, and attitudes and values. The total package contains abstract ideas of sufficient breadth to organize and interpret facts from many disciplines as well as to serve as threads of continuity year after year. These ideas serve as criteria for the selection of specific content which is sampled rather than covered.

From the first-grade material, which is concerned with the family and socialization of children, the curriculum moves through a study of community life to a comparison of four communities around the world. Grade four examines how the cultures of different groups as well as natural resources affect life in California, while the fifth-grade material follows the establishment of English culture in the United States and Canada. The sixth- and seventh-grade materials examine ways of life in Central and South America as well as establish key elements in the growth and development of western civilization. The concluding year deals with change and problems in the United States.

Each year's study is divided into three to eight units, each of which focuses on a major generalization. Learning activities are grouped as "openers," "development," and "conclusions." The development, which is the bulk of the unit, provides the learning experiences while the conclusion serves to consolidate unit learnings and lead the students to formulate major generalizations.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		San Francisco State College	
CURRICULUM		Taba Curriculum Development Project	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
STRATEGIES EMPLOYED & EVALUATION INFORMATION			
PUBLISHER	AW	AREA OF POLITICAL SCIENCE	STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	69	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	2 Stories
K-3	123	American Political Behavior	Pictures
4-6	X	National	3 Demonstrations
7-8	X	Local	3 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		CONCEPTS	Resource-Student Action
10 Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		Legitimacy	Student Materials
11 Sci./Soc. St.)		Authority	Films
12		Power	Filmstrips & Slides
SUBJECT AREA		Decision-Making	2 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	Leadership	Tapes
		Citizenship Representation	Transparencies
		Voting	Teacher-Student Interaction
		Socialization	3 Discussion
		Interest Groups	Questions
MATERIALS		Participation	Case Studies
Student Materials	X	Parties	Seminars
Teacher Guide	X	Human Rights Freedom	1 Student-Student Interaction
A-V Kit		Equality	3 Role Playing
Tests	X	Natural Rights	Games
FORMAT		Conscience	Simulations
Curriculum	X	Justice	Group Discussions
One-year course		Duty	Debates
Semester		Change Development	2 Student-Resource Interaction
Units		Modernization	2 Readings
Issues		Stability	2 Laboratory
MEDIA UTILIZED		Conflict Pressure	Documents
Student Materials	X	Violence	Independent Study
Case Studies	X	Resolution	Film Loops
Readings	X	Revolution	Programmed Instruction
Maps	X	Institutions	Artifacts
Charts	X	Bureaucracy	EVALUATION
Films & Filmstrips	X	Sovereignty	Field Tested
Records	X	Law	TYPES OF SCHOOLS
Tapes	X	ISSUES	Urban
Transparencies	X	Civil Rights	Suburban
Artifacts		Violence	Rural
Other		Right to Dissent	RESULTS
		Political Security	Cognitive Attainment
		Social Security	Skill Attainment
		Quality of Life	Affective Attainment
		Pollution	MATERIALS REVISED
		Overpopulation	BASED ON RESULTS
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

1 Incidentally used
 2 Considered, but not of prime concern
 3 Occasionally recurring theme or intensively studied for short periods
 4 Continuously recurring theme
 5 Dominant theme
 * Not available for analysis

PROJECT IDENTIFICATION: San Jose State College

CURRICULUM: *ECON 12*

PROJECT DIRECTORS: Suzanne Wiggins Helburn, John G. Sperling, and Robert Evans

PROJECT ADDRESS: 970 Aurora, Boulder, Colorado 80302

PUBLISHER: Addison-Wesley Publishing Company, Sand Hill Road, Menlo Park, California 94025

AVAILABLE FROM: Addison-Wesley, 1971

GRADE LEVEL AND STRUCTURE: 10-13. American Government, Problems of Democracy

SUBJECT AREA: Economics

COST OF MATERIALS: Information available from publisher

The revised version of *ECON 12* introduces students to the power of economic analysis by training them to use economic knowledge and reasoning to analyze and make decisions about private economic issues and public policy controversies. A conceptual structure of economics, problem-solving methods, and some theoretical economic models serve as organizers for the course. The conceptual framework provides a viewpoint for perceiving and analyzing economic issues. It gives a broad perspective of the interactions among the economic system (a mechanism for coping with want satisfaction), the physical world, and society. One of the problem-solving methods used is a form of systems analysis in which the performance of interrelated functions in organizations is judged in terms of a given standard. In analyzing policy controversies involving changes in public laws, students use the cybernetics concepts to predict probable reactions to the change in structure and the effects on the performance of the social system. Another method is the jurisprudential model of conflict analysis by which issues of fact, definition, interpretation, and values are identified and discussed as a means of developing consistent personal value decisions. Theoretical economic models used in the course include a simplified national income model and the use of cybernetics to describe the automatic responses of markets and economic systems to changes in supply and demand conditions.

It is, then, these course organizers—concepts, generalizations, models, and methods of analysis—which the developers see as necessary to sound economic reasoning by the student. The students will learn many facts in the process of using the organizers in different learning activities; however, the developers feel this should be incidental learning. Because the course is built around student use of the course organizers to study and debate important public policy controversies, the developers believe the course will have a powerful influence on student attitudes and feelings.

There are eight lessons in the course, and although public policy issues are considered in each of them, of particular interest to political scientists are the later activities of lessons two, four, and five involving population control, environmental control, income redistribution, and economic growth and stability. All of lesson six deals with national goals and the programs for change advocated by the "establishment" and by some of the "militant minorities."

The course activities are organized to permit students to go from performing simple to more complex tasks, and from studying concrete to abstract examples of social organizations. Within each lesson, selected subject matter is organized into an array of instructional formats: core essays, programmed instruction, data presentations, readings, etc. Each choice was made to provide a specific contribution to the student's learning. Activities involve continual student participation, not only through individualized programmed instruction modules, but also through group discussions, small group problem-solving exercises, and written work.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		San Jose State College	
CURRICULUM		ECON 12	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	STRATEGIES EMPLOYED & EVALUATION INFORMATION
PUBLISHER	AW	AREA OF POLITICAL SCIENCE	STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	71	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	2 Stories
K-3		American Political Behavior	Pictures
4-6		National	3 Demonstrations
7-8		Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	AG	CONCEPTS	Resource-Student Action
10	AG	Legitimacy	Student Materials
11	AG	Authority	3 Films
12	PoD	Power	3 Filmstrips & Slides
SUBJECT AREA		Decision-Making	2 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	Eco	Leadership	3 Tapes
MATERIALS		Citizenship	Representation
Student Materials	X	Voting	Transparencies
Teacher Guide	X	Socialization	Teacher-Student Interaction
A-V Kit		Interest Groups	Discussion
Tests	X	Participation	Questions
FORMAT		Parties	Case Studies
Curriculum		Human Rights	Seminars
One-year course		Freedom	3 Student-Student Interaction
Semester	X	Equality	Role Playing
Units		Natural Rights	Games
Issues		Conscience	Simulations
MEDIA UTILIZED		Justice	3 Group Discussions
Student Materials	X	Duty	Debates
Case Studies	X	Change	3 Development
Readings	X	Modernization	4 Student-Resource Interaction
Maps		Stability	3 Readings
Charts		Conflict	Laboratory
Films & Filmstrips	X	Pressure	Documents
Records	X	Violence	Independent Study
Tapes		Resolution	Film Loops
Transparencies		Revolution	Programmed Instruction
Artifacts		Institutions	Artifacts
Other		Bureaucracy	EVALUATION
		Sovereignty	Field Tested
		Law	TYPES OF SCHOOLS
		ISSUES	Urban
		Civil Rights	Suburban
		Violence	Rural
		Right to Dissent	RESULTS
		Political Security	Cognitive Attainment
		Social Security	Skill Attainment
		Quality of Life	Affective Attainment
		Pollution	MATERIALS REVISED
		Overpopulation	BASED ON RESULTS
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

1 Incidentally used
2 Considered, but not of prime concern
3 Occasionally recurring theme or intensively studied for short periods
4 Continuously recurring theme
5 Dominant theme
* Not available for analysis

PROJECT IDENTIFICATION: Texas, University of, at Austin

CURRICULUM: Development of Guidelines and Resource Materials on Latin America

PROJECT DIRECTOR: Clark C. Gill and William B. Conroy

PROJECT ADDRESS: University of Texas, 403 Sutton Hall, Austin, Texas 78712

PUBLISHER: ERIC Document Reproduction Service, National Cash Register Company, Box 2206, Rockville, Maryland 20852

AVAILABLE FROM: ERIC, 1970

GRADE LEVEL AND STRUCTURE: 1-12. Civics, World Culture, American History, Problems of Democracy

SUBJECT AREA: Social Science/Social Studies

COST OF MATERIALS: \$2.75 to \$14.72.

The materials developed by this project have been designed to be integrated into the present curriculum in various subjects and at all levels. These units vary in the length of time required to present them.

The major goal of the project is to improve the quality of instruction on contemporary Latin America in the social studies programs of elementary and secondary schools by identifying and organizing appropriate content.

Lessons developed for the primary grades involve comparative studies of families and communities in the United States and Latin America. *Contrasting Ways of Life in Latin America*, an eight-to-twelve-week unit designed for the intermediate grades, compares four different families in the region. It is hoped that pupils will develop an appreciation of the diversity existing within the area and, by contrasting the four groups' lives with life in the United States, will gain an insight into their own surroundings. There are two senior high units, each two weeks in length. One emphasizes systems and institutions of colonial Spanish and English America, and the other focuses on areas of cooperation and conflict in United States-Latin American relations since 1945. A one-semester senior high course emphasizes the cultural contributions of Latin America as well as economic, political, and social problems.

The project has also completed a series of background papers setting forth guidelines and available resource materials:

1. *Teaching about Latin America in the Elementary Schools: An Annotated Guide to Instructional Resources*
2. *Teaching about Latin America in the Secondary Schools: An Annotated Guide to Instructional Resources*
3. *Key Ideas about Latin America*

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Texas, The University of, at Austin	
CURRICULUM		Development of Guidelines and Resource Materials on Latin America	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	STRATEGIES EMPLOYED & EVALUATION INFORMATION
PUBLISHER	E	AREA OF POLITICAL SCIENCE	STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	70	International Relations	3 Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	3 Stories
K-3	123	American Political Behavior	Pictures
4-6	X	National	Demonstrations
7-8	X	Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	Resource-Student Action
10	WC	Legitimacy	3 Student Materials
11	AH	Authority	3 Films
12	PoD	Power	3 Filmstrips & Slides
SUBJECT AREA		Decision-Making	2 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)		Leadership	3 Tapes
SoS		Citizenship	Representation
		Voting	Transparencies
		Socialization	Teacher-Student Interaction
MATERIALS		Interest Groups	3 Discussion
Student Materials	X	Participation	Questions
Teacher Guide	X	Parties	Case Studies
A-V Kit		Human Rights	Seminars
Tests	X	Equality	Student-Student Interaction
FORMAT		Natural Rights	Role Playing
Curriculum		Conscience	Games
One-year course		Justice	Simulations
Semester	X	Duty	Group Discussions
Units	X	Change	Development
Issues		Modernization	2 Debates
MEDIA UTILIZED		Stability	Student-Resource Interaction
Student Materials	X	Conflict	Readings
Case Studies	X	Pressure	Laboratory
Readings	X	Violence	Documents
Maps	X	Resolution	Independent Study
Charts	X	Revolution	3 Film Loops
Films & Filmstrips	X	Institutions	3 Programmed Instruction
Records		Bureaucracy	3 Artifacts
Tapes		Sovereignty	EVALUATION
Transparencies	X	Law	Field Tested
Artifacts		ISSUES	TYPES OF SCHOOLS
Other		Civil Rights	Urban
		Violence	Suburban
		Right to Dissent	Rural
		Political Security	RESULTS
		Social Security	Cognitive Attainment
		Quality of Life	Skill Attainment
		Pollution	Affective Attainment
		Overpopulation	MATERIALS REVISED
		Poverty & Welfare	BASED ON RESULTS
		International Peace & Law	X
		Drug Use & Abuse	

1 Incidentally used
2 Considered, but not of prime concern
3 Occasionally recurring theme or intensively studied for short periods
4 Continuously recurring theme
5 Dominant theme
* Not available for analysis

PROJECT IDENTIFICATION: Tufts University

CURRICULUM: Lincoln-Filene Center Elementary Social Studies Program

PROGRAM DIRECTOR: John S. Gibson

PROJECT ADDRESS: Lincoln-Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts 02115

PUBLISHER: None

AVAILABLE FROM: Project, 1970

GRADE LEVEL AND STRUCTURE: 1-6. Social Studies

SUBJECT AREA: Political Science

COST OF MATERIALS: *Intergroup Relations Curriculum* (Vols. I & II), \$5.00.

The material which the project has developed could be put into the existing course framework, but should be structured to last throughout the year rather than used as four- or five-week units.

The developers are particularly concerned with the feelings and attitudes of students, and they have established as the goal for this curriculum a program that will improve democratic human relations through education. It is suggested that exhortation will not produce good citizenship, nor will prejudice be solved by "beefing up" the existing curriculum with stories of black contributions.

The learning activities and instructional units, which include the *Governing Process*, *American Indian*, and *The Declaration of Independence*, are designed to help each child reduce stereotypic and prejudicial thinking as well as develop a positive self-concept.

In order to maximize the learning process the child is expected to play an active role in the program, which is held together by a study of government as social control.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Tufts University	
CURRICULUM		Lincoln-Filene Center Elementary Social Studies Program	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		AREA OF POLITICAL SCIENCE	
AVAILABLE FROM		Political Theory	
Project	70	Public Law	Direction
Publisher		International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3	X	American Political Behavior	Pictures
4-6	X	National	3 Demonstrations
7-8		Local	3 Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)		CONCEPTS	Resource-Student Action
10		Legitimacy	2 Student Materials
11		Authority	2 Films
12		Power	2 Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	PSc	Leadership	Tapes
MATERIALS		Citizenship	2
Student Materials	X	Representation	2
Teacher Guide	X	Voting	1
A-V Kit		Socialization	2
Tests		Interest Groups	
FORMAT		Participation	2
Curriculum		Parties	
One-year course		Human Rights	3
Semester		Equality	3
Units	X	Natural Rights	
Issues		Conscience	
MEDIA UTILIZED		Justice	3
Student Materials	X	Duty	
Case Studies	X	Change	
Readings	X	Development	
Maps		Modernization	
Charts		Stability	
Films & Filmstrips	X	Conflict	1
Records		Pressure	2
Tapes	X	Violence	2
Transparencies		Resolution	2
Artifacts		Revolution	
Other		Institutions	
1 Incidentally used		Bureaucracy	
2 Considered, but not of prime concern		Sovereignty	
3 Occasionally recurring theme or intensively studied for short periods		Law	
4 Continuously recurring theme		ISSUES	
5 Dominant theme		Civil Rights	3
* Not available for analysis		Violence	2
		Right to Dissent	2
		Political Security	3
		Social Security	3
		Quality of Life	
		Pollution	
		Overpopulation	
		Poverty & Welfare	3
		International Peace & Law	
		Drug Use & Abuse	
		EVALUATION	
		Field Tested	X
		TYPES OF SCHOOLS	
		Urban	X
		Suburban	X
		Rural	
		RESULTS	
		Cognitive Attainment	
		Skill Attainment	
		Affective Attainment	X
		MATERIALS REVISED	
		BASED ON RESULTS	X

PROJECT IDENTIFICATION: Tufts University
CURRICULUM: Lincoln-Filene Center Secondary Social Studies Program
PROGRAM DIRECTOR: John S. Gibson
PROJECT ADDRESS: Lincoln-Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts 02115
PUBLISHER: None
AVAILABLE FROM: Project, 1970
GRADE LEVEL AND STRUCTURE: 9-12. Civics, American Government, American History, World Culture, Problems of Democracy
SUBJECT AREA: Political Science
COST OF MATERIALS: Student materials, \$.50 per unit; teacher's guide, \$.50 per unit; A.V. kit, \$5.00 rental.

This curriculum is designed to be a basic program for a four-year sequence. It consists of seven subprograms which are cumulative and can be used in civics, world history, American history, and problems of democracy courses within an existing framework. The material can, however, be used to supplement existing courses and within the subprograms there are complete, independent narrations based on the case study format which can be taught in two to ten days. The program was developed for and tested with non-college-bound students, and the material may be more appropriate for this group.

The overriding objective of the Lincoln-Filene curriculum is to provide those tools, skills, and resources which will contribute to student understanding of himself and his environment. It is felt that if young people are helped to maximize their full potential, productive participatory activity, a sense of political efficacy, and rational understanding can be developed.

A governing process model which is expanded and developed in each of the seven subprograms is the focus and the organizing structure for the curriculum. According to this model the governance of any polity is a process in which six basic elements interact: the governed, who are the people or

citizens; the elected and appointed government officials; political processes by which officials attain office and citizens influence policy; the government, which is the framework within which the officials function; the policy-making, which produces laws and regulations; and the policy itself (foreign and domestic), which regulates the actions and affects the security of the governed.

Instructional Programs I and II, designed for the ninth grade, examine three aspects of citizenship in the first section and look at four elements of the governing process model in the second. Instructional Programs III, IV, and V, for the tenth grade, develop materials dealing with urban problems and prospects, the American economic system, and American civilization. Program VI, which is intended to replace the chronological approach to American history, concerns itself with law, poverty, and civil liberties. The last program, VII, explores the relationships of the United States to the rest of the world.

The strategy of this curriculum is "discovery" learning, which is based on case studies with the governing process model to give structure and coherence to the program. Classroom activities vary from unit to unit and may involve films, games, role playing, student reports, or discussion. In short, it is postulated that any concept can be successfully taught if it is treated within the student's experiential frame.

Lincoln-Filene Center, in cooperation with *Newsweek* Educational Division, has prepared a program called *Current Affairs and the Social Studies*, which is made up of five units. These are *Conflict: Crisis in Decision-Making*, *Protest*, *Due Process of Law*, *Nationalism*, and *Politics*. The units are designed to relate current national and international affairs to the subject matter of the high school social studies.

Other relevant texts, published by Houghton Mifflin, are: *Civil Liberties Case Studies and the Law*, *Ideology and World Affairs*, and *Practical Political Action*. The Center has also developed a simulation game entitled "Conflict: A Game of Power and Policy in the World Today." An assortment of films, kinescopes, and tapes are available on either a rental or purchase basis.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Tufts University			
CURRICULUM		Lincoln-Filene Center Secondary Social Studies Program			
SPECIFIC TITLE					
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS		STRATEGIES EMPLOYED & EVALUATION INFORMATION	
PUBLISHER		AREA OF POLITICAL SCIENCE		STRATEGIES	
AVAILABLE FROM		Political Theory	2	Teacher-Student Action	
Project	70	Public Law	2	Direction	X
Publisher		International Relations	3	Exposition	X
GRADE LEVEL & STRUCTURE		Comparative Government		Stories	
K-3		American Political Behavior		Pictures	
4-6		National	4	Demonstrations	
7-8		Local	4	Questions	X
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS		Resource-Student Action	
10	AG	Legitimacy	2	Student Materials	X
11	AH	Authority	4	Films	X
12	PoD	Power	3	Filmstrips & Slides	X
SUBJECT AREA		Decision-Making	3	Records	
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)		Leadership	2	Tapes	X
		Citizenship Representation	4	Transparencies	
		Voting	4	Teacher-Student Interaction	
		Socialization		Discussion	X
MATERIALS		Interest Groups	3	Questions	X
Student Materials	X	Participation	3	Case Studies	X
Teacher Guide	X	Parties	4	Seminars	X
A-V Kit	X	Human Rights Freedom	4	Student-Student Interaction	
Tests		Equality	2	Role Playing	X
FORMAT		Natural Rights	2	Games	X
Curriculum	X	Conscience		Simulations	X
One-year course		Justice	2	Group Discussions	X
Semester		Duty	2	Debates	X
Units	X	Change Development		Student-Resource Interaction	
Issues		Modernization	1	Readings	X
MEDIA UTILIZED		Stability		Laboratory	
Student Materials	X	Conflict Pressure	1	Documents	X
Case Studies	X	Violence		Independent Study	X
Readings	X	Resolution	4	Film Loops	
Maps		Revolution		Programmed Instruction	
Charts		Institutions	2	Artifacts	
Films & Filmstrips	X	Bureaucracy		EVALUATION	
Records		Sovereignty		Field Tested	X
Tapes	X	Law	4	TYPES OF SCHOOLS	
Transparencies		ISSUES		Urban	X
Artifacts		Civil Rights	4	Suburban	X
Other		Violence		Rural	X
		Right to Dissent	4	RESULTS	
		Political Security	3	Cognitive Attainment	
		Social Security	2	Skill Attainment	
		Quality of Life		Affective Attainment	X
		Pollution		MATERIALS REVISED	
		Overpopulation		BASED ON RESULTS	X
		Poverty & Welfare	4		
		International Peace & Law	3		
		Drug Use & Abuse			

1 Incidentally used
 2 Considered, but not of prime concern
 3 Occasionally recurring theme or intensively studied for short periods
 4 Continuously recurring theme
 5 Dominant theme
 * Not available for analysis

PROJECT IDENTIFICATION: Utah State University
Social Studies Project

CURRICULUM: A Curriculum Focused on Thinking
Reflectively about Public Issues

PROJECT DIRECTOR: James P. Shaver

PROJECT ADDRESS: Bureau of Education Research,
Utah State University, Logan, Utah 84321

PUBLISHER: Houghton Mifflin Publishing Company,
110 Tremont Street, Boston, Massachusetts 02107

AVAILABLE FROM: Houghton Mifflin Publishing
Company, 1971

GRADE LEVEL AND STRUCTURE: 9-12. Civics, American Government, American History, Problems of Democracy

SUBJECT AREA: Social Science/Social Studies

COST OF MATERIALS: Information available from
publisher

In order to help young people equip themselves with the analytic skills necessary to make the rational and knowledgeable decisions required of participating citizens, this program aims to clarify the nature of public issues and the various positions they involve. It is felt that students should be able to evaluate issues in terms of an "Outline of Concepts" presented by the project as well as be able to recognize certain affective states and understand how these dispositions affect comprehension and opinion-making. The "Outline of Concepts" is a framework of ideas which are useful in analyzing the nature of decisions about public issues, inconsistencies among beliefs, the nature of language and semantic problems, factual claims, and the ways of dealing with value conflicts.

The concepts presented in the Outline are grouped in "bundles," each of which lists those concepts which the bundle incorporates, a statement of objectives, a list of necessary materials and equipment, teaching suggestions, and a sequenced lesson plan, discussion questions, and homework assignments. Bundles one through eight concentrate on the nature of public issues and concepts that deal with perceptual set and frame of reference. Nine through sixteen focus on the

nature of language. Bundles seventeen through thirty-two focus on handling disagreements over words, facts, and values. When the course is published, it will include supplementary units on such issues as problems of the American Indians, ecology, etc., with which the teacher could extend the course to one year.

The development of teaching suggestions did not proceed from a commitment to any particular approach to teaching. In fact, one objective of the project was to discover the relative effectiveness of three teaching styles—Socratic discussion, recitation-discussion, and seminar-discussion—on the student's learning. Study results did not show that any one style was superior, so activities vary from bundle to bundle.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION		Utah State University Social Studies Project	
CURRICULUM		A Curriculum Focused on Thinking Reflectively about Public Issues	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER	HM	AREA OF POLITICAL SCIENCE	* STRATEGIES
AVAILABLE FROM		Political Theory	Teacher-Student Action
Project		Public Law	Direction
Publisher	71	International Relations	Exposition
GRADE LEVEL & STRUCTURE		Comparative Government	Stories
K-3		American Political Behavior	Pictures
4-6		National	Demonstrations
7-8		Local	Questions
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	Civ	CONCEPTS	* Resource-Student Action
10	AG	Legitimacy	Student Materials
11	AH	Authority	Films
12	PoD	Power	Filmstrips & Slides
SUBJECT AREA		Decision-Making	Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	Leadership	Tapes
		Citizenship	Transparencies
		Representation	Teacher-Student Interaction
		Voting	Discussion
		Socialization	Questions
		Interest Groups	Case Studies
MATERIALS		Participation	Seminars
Student Materials	X	Parties	Student-Student Interaction
Teacher Guide	X	Human Rights	Role Playing
A-V Kit	X	Freedom	Games
Tests	X	Equality	Simulations
FORMAT		Natural Rights	Group Discussions
Curriculum		Conscience	Debates
One-year course		Justice	Student-Resource Interaction
Semester	X	Duty	Readings
Units		Change	Laboratory
Issues		Development	Documents
		Modernization	Independent Study
		Stability	Film Loops
MEDIA UTILIZED		Conflict	Programmed Instruction
Student Materials	X	Pressure	Artifacts
Case Studies	X	Violence	EVALUATION
Readings	X	Resolution	* Field Tested
Maps		Revolution	TYPES OF SCHOOLS
Charts		Institutions	Urban
Films & Filmstrips	X	Bureaucracy	Suburban
Records	X	Sovereignty	Rural
Tapes		Law	RESULTS
Transparencies	X	ISSUES	Cognitive Attainment
Artifacts		Civil Rights	Skill Attainment
Other	X	Violence	Affective Attainment
		Right to Dissent	MATERIALS REVISED
		Political Security	BASED ON RESULTS
		Social Security	
		Quality of Life	
		Pollution	
		Overpopulation	
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

1 Incidentally used
 2 Considered, but not of prime concern
 3 Occasionally recurring theme or intensively studied for short periods
 4 Continuously recurring theme
 5 Dominant theme
 * Not available for analysis

PROJECT IDENTIFICATION: World Law Fund

DIRECTOR: Betty Reardon

PROJECT ADDRESS: 11 West 42nd Street, New York,
New York 10036

PUBLISHER: None

AVAILABLE FROM: Project, 1969

GRADE LEVEL AND STRUCTURE: 7-12. All Social
Science/Social Studies

SUBJECT AREA: Political Science

COST OF MATERIALS: Student materials, \$1.00-\$10.00;
teacher's guide, no charge

The objective of the World Law Fund, in a broad sense, is to enlarge the concept of citizenship by making students of all nations and cultures more sensitive to the opportunities for participating constructively in the development of a world community. The project approaches the concept of world citizenship through the development of materials and teaching strategies for world order studies. Such studies comprise a multidisciplinary inquiry into the problems of reducing the incidence of international violence, increasing economic welfare and social justice on a global scale as well as broadening the base of political decision-making and restoring the ecological balance of the planet. Because the interrelationships among these five purposes are demonstrated primarily by a systems approach, political science is the major discipline contributing to the program's development.

Resource material from the project includes a syllabus for a year's course on world order which is suitable for the eleventh and twelfth grades. Several simulations, game sequences, and model-building exercises are available for teaching the skills of evaluating alternatives, predicting consequences, and stating preferences regarding world order issues. One such simulation, "Conflict," involves a futuristic crisis for the purposes of evaluating one proposed model for a disarmed world. The Fund asserts that by exposure to a variety of such models and procedures for evaluating them, students will gain a better understanding of the complexities and opportunities offered by the problem of institution-building for world peace. Also provided

is a guide for use with three feature films—"High Noon," "Lord of the Flies," and "Dr. Strangelove"—as well as a prize-winning animated film, "The Hat," which dramatize some of the issues involved in the study of war prevention. There are also various paperback books, such as *Peace is Possible*, a reader on world order with a study guide focusing on the eradication of war as an accepted human institution; and *Let Us Examine Our Attitude Toward Peace*, which contains an introduction, questions, and appropriate activities. An excellent, four-volume set of materials, *The Strategy of World Order*, includes the books *Toward a Theory of War Prevention*, *International Law*, *The United Nations*, and *Disarmament and Economic Development*. Because of its very high level of sophistication, the set is suitable for resource material or college level.

Process and participatory learning techniques are emphasized along with open-ended inquiry into the problems of defining and realizing values. Such techniques are imbedded in the various materials now in preparation, including learning kits, multitexts, a sound filmstrip series, and mixed media units. Most of these materials are appropriate for more than one traditional course and do not require a specific time segment to teach. They may be used variously and in many situations.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION			
CURRICULUM		World Law Fund	
SPECIFIC TITLE			
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS	
PUBLISHER		STRATEGIES EMPLOYED & EVALUATION INFORMATION	
AVAILABLE FROM		AREA OF POLITICAL SCIENCE	STRATEGIES
Project	69	Political Theory	1 Teacher-Student Action
Publisher		Public Law	5 Direction
GRADE LEVEL & STRUCTURE		International Relations	5 Exposition
K-3		Comparative Government	2 Stories
4-6		American Political Behavior	Pictures
7-8	X	National	Demonstrations
		Local	Questions
9 (Civics, Am. Gov't., Am. Civ)		CONCEPTS	Resource-Student Action
10 Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	AH	Legitimacy	3 Student Materials
	WC	Authority	3 Films
	Pol	Power	3 Filmstrips & Slides
SUBJECT AREA		Decision-Making	3 Records
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	PSc	Leadership	3 Tapes
MATERIALS		Citizenship Representation	Transparencies
Student Materials	X	Voting	Teacher-Student Interaction
Teacher Guide	X	Socialization	Discussion
A-V Kit	X	Interest Groups	Questions
Tests		Participation	Case Studies
FORMAT		Parties	Seminars
Curriculum		Human Rights Freedom	2 Student-Student Interaction
One-year course	X	Equality	2 Role Playing
Semester		Natural Rights	2 Games
Units	X	Conscience	2 Simulations
Issues		Justice	2 Group Discussions
MEDIA UTILIZED		Duty	3 Debates
Student Materials	X	Change Development	3 Student-Resource Interaction
Case Studies		Modernization	Readings
Readings	X	Stability	Laboratory
Maps	X	Conflict Pressure	Documents
Charts		Violence	Independent Study
Films & Filmstrips	X	Resolution	Film Loops
Records	X	Revolution	Programmed Instruction
Tapes	X	Institutions	Artifacts
Transparencies	X	Bureaucracy	EVALUATION
Artifacts		Sovereignty	Field Tested
Other		Law	TYPES OF SCHOOLS
1 Incidentally used		ISSUES	Urban
2 Considered, but not of prime concern		Civil Rights	Suburban
3 Occasionally recurring theme or intensively studied for short periods		Violence	Rural
4 Continuously recurring theme		Right to Dissent	RESULTS
5 Dominant theme		Political Security	Cognitive Attainment
* Not available for analysis		Social Security	Skill Attainment
		Quality of Life	Affective Attainment
		Pollution	MATERIALS REVISED BASED ON RESULTS
		Overpopulation	
		Poverty & Welfare	
		International Peace & Law	
		Drug Use & Abuse	

PROJECT IDENTIFICATION: World Studies Inquiry
Series

DIRECTOR: John U. Michaelis

COORDINATOR: Robin J. McKeown

PROJECT ADDRESS: School of Education, Tollman Hall,
University of California, Berkeley, California 94720

PUBLISHER: Field Educational Publications, Inc., 609
Mission, San Francisco, California 94105

AVAILABLE FROM: Field Educational Publications, 1969

GRADE LEVEL AND STRUCTURE: 7-12. World Culture,
Problems of Democracy

SUBJECT AREA: Social Science/Social Studies

COST OF MATERIALS: Student materials, \$1.50; teacher's
guide, \$.75.

This series, aimed at junior and senior high school students who have reading difficulties, has been written at a fifth-grade reading level as measured by the Dale-Chall Formula.

The three paperback student texts, each with 160 pages with matching teacher's manuals, include the culture areas of Africa, Asia, and Latin America. They are organized around five conceptual themes: geographic considerations, traditional patterns of culture, changing cultural patterns, people and thought, and problems and promises. A determined effort has been made by the developers to treat controversial material from all points of view, and the material has been designed to carry an emotional as well as an intellectual impact.

Each of the 25 lessons in the individual pamphlets can be completed in a single class period. The lesson starts with an interest-catching vignette in the form of a picture essay or a description of a lifelike, dramatic situation. This is followed by a couple of pages of background material which places the vignette in a broader social, political, economic, and historical context. Following are easy-to-answer multiple-choice questions which encourage the students to read for meaning, but also give them an initial feeling of success. The heart of the lesson is a final group of discussion questions which deal with societal and individual problems.

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Throughout, the students are encouraged to assess evidence, establish and set hypotheses, make inferences, discover relationships, and draw conclusions.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION				World Studies Inquiry Series			
CURRICULUM							
SPECIFIC TITLE							
DESCRIPTIVE CHARACTERISTICS		SUBSTANTIVE CHARACTERISTICS		STRATEGIES EMPLOYED & EVALUATION INFORMATION			
PUBLISHER	F	AREA OF POLITICAL SCIENCE		STRATEGIES			
AVAILABLE FROM		Political Theory		Teacher-Student Action			
Project		Public Law		Direction		X	
Publisher	69	International Relations		Exposition		X	
GRADE LEVEL & STRUCTURE		Comparative Government	5	Stories		X	
K-3		American Political Behavior		Pictures		X	
4-6		National		Demonstrations			
7-8	X	Local		Questions		X	
9 (Civics, Am. Gov't., Am. Hist., World Cult., Prob. of Dem., Int. Rel., Soc. Sci./Soc. St.)	WC	CONCEPTS		Resource-Student Action			
10	WC	Legitimacy	3	Student Materials		X	
11	WC	Authority		Films			
12	PoD	Power	3	Filmstrips & Slides			
SUBJECT AREA		Decision-Making	2	Records			
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	SoS	Leadership	3	Tapes			
		Citizenship		Transparencies			
		Representation		Teacher-Student Interaction			
		Voting		Discussion		X	
		Socialization		Questions		X	
MATERIALS		Interest Groups		Case Studies		X	
Student Materials	X	Participation		Seminars			
Teacher Guide	X	Parties		Student-Student Interaction			
A-V Kit		Human Rights	3	Role Playing			
Tests	X	Equality	3	Games			
FORMAT		Natural Rights		Simulations			
Curriculum		Conscience		Group Discussions		X	
One-year course	X	Justice	4	Debates			
Semester		Duty	3	Student-Resource Interaction			
Units		Change	3	Readings		X	
Issues		Development	3	Laboratory			
		Modernization	3	Documents			
		Stability	2	Independent Study		X	
MEDIA UTILIZED		Conflict		Film Loops			
Student Materials	X	Pressure		Programmed Instruction			
Case Studies	X	Violence		Artifacts			
Readings	X	Resolution		EVALUATION		*	
Maps	X	Revolution		Field Tested			
Charts	X	Institutions	2	TYPES OF SCHOOLS		*	
Films & Filmstrips		Bureaucracy		Urban			
Records		Sovereignty		Suburban			
Tapes		Law	2	Rural			
Transparencies		ISSUES		RESULTS		*	
Artifacts		Civil Rights	2	Cognitive Attainment			
Other		Violence	3	Skill Attainment			
		Right to Dissent		Affective Attainment			
		Political Security	2	MATERIALS REVISED		*	
		Social Security	2	BASED ON RESULTS			
		Quality of Life					
		Pollution					
		Overpopulation					
		Poverty & Welfare	2				
		International Peace & Law	2				
		Drug Use & Abuse					

1 Incidentally used

2 Considered, but not of prime concern

3 Occasionally recurring theme or intensively studied for short periods

4 Continuously recurring theme

5 Dominant theme

* Not available for analysis

SSEC CURRICULUM MATERIALS ANALYSES (CMAs)

The following analyses of social studies curriculum materials packages, based on the SSEC Curriculum Materials Analysis System, may be ordered from the Social Science Education Consortium, Inc., 970 Aurora, Boulder, Colorado 80302.

<i>CMA #</i>	<i>Curriculum Package Analyzed</i>	<i>Price Per Copy</i>
#92	American Anthropological Association: Anthropology Curriculum Study Project, grades 9-10 (July 1969) 20 pp. Mimeographed.	\$.50
#99	American Sociological Association: Sociological Resources for the Social Studies, <i>Episodes in Social Inquiry</i> , grades 10-12 (January 1970) 19 pp. Mimeographed.	.50
#131	American Sociological Association: Sociological Resources for the Social Studies, <i>Model Sociology Course</i> , grades 10-12 (January 1970) 19 pp. Mimeographed.	.50
#85	Association of American Geographers: High School Geography Project, Units I & III, grade 10 (July 1969) 20 pp. Mimeographed.	.50
#132	Association of American Geographers: High School Geography Project, Unit I, grade 10 (January 1970) 22 pp. Mimeographed.	.55
#96	California, University of, at Los Angeles: Committee on Civic Education, grades 4-6 (January 1970) 23 pp. Mimeographed.	.60
#83	Carnegie-Mellon University: Social Studies Curriculum Project, grade 9a (February 1969) 27 pp. Mimeographed.	.65

#42	Carnegie-Mellon University: Social Studies Curriculum Project, grade 9b (May 1969) 33 pp. Mimeographed.	.80
#81	Carnegie-Mellon University: Social Studies Curriculum Project, grade 10a (February 1969) 26 pp. Mimeographed.	.65
#117	Carnegie-Mellon University: Social Studies Curriculum Project, grade 10a (July 1969) 11 pp. Mimeographed.	.35
#148	Chicago Bar Association: Justice in Urban America Series, grades 9-12 (September 1970) 21 pp. Mimeographed.	.55
#36	Chicago, University of: Industrial Relations Center, Elementary School Economics Program, grade 5 (May 1969) 33 pp. Mimeographed.	.80
#84	Chicago, University of: Industrial Relations Center, Elementary School Economics Program, grade 6 (February 1969) 30 pp. Mimeographed.	.70
#108	Colorado, University of: Our Working World, grade 1 (July 1969) 18 pp. Mimeographed.	.50
#115	Colorado, University of: Our Working World, grade 2 (July 1969) 13 pp. Mimeographed.	.40
#33	Colorado, University of: Our Working World, grade 3 (May 1969) 51 pp. Mimeographed.	1.15
#116	Colorado, University of: Our Working World, grade 3 (July 1969) 16 pp. Mimeographed.	.45
#147	Developmental Economic Education Program: Pittsburgh Public Schools, <i>Poverty</i> , grade 9 (October 1969) 20 pp. Mimeographed.	.50
#100	Developmental Economic Education Program: Pittsburgh Public Schools, <i>Readings</i> , grade 9 (August 1969) 10 pp. Mimeographed.	.30
#142	Developmental Economic Education Program: Pittsburgh Public Schools, <i>Great Depression</i> , grade 11 (January 1970) 15 pp. Mimeographed.	.40
#122	Developmental Economic Education Program: Pittsburgh Public Schools, grade 12 (May 1970) 21 pp. Mimeographed.	.55
#107	Education Development Center: Social Studies Curriculum Project, grade 8 (July 1969) 13 pp. Mimeographed.	.40
#88	Georgia, University of: Anthropology Curriculum Project, grades 1-7 (February 1969) 41 pp. Mimeographed.	.95
#118	Harvard University: Social Studies Project, grades 7-12 (July 1969) 14 pp. Mimeographed.	.40

#82	Harvard University: Social Studies Project, grades 9-12 (February 1969) 24 pp. Mimeographed.	.60
#98	Indiana University: High School Curriculum Center in Government, grade 9 (January 1970) 21 pp. Mimeographed.	.55
#140	Indiana University: High School Curriculum Center in Government, grade 9 (May 1970) 32 pp. Mimeographed.	.75
#145	Michigan, University of: Social Science Laboratory Units, grades 4-6 (May 1970) 24 pp. Mimeographed.	.60
#40	Ohio State University: Economics Curricular Materials for Secondary Schools, grade 9 (May 1968) 28 pp. Mimeographed.	.70
#86	Ohio University: Manpower Development Project, grades 8-9 (February 1969) 26 pp. Mimeographed.	.65
#146	San Francisco State College: Taba Social Studies Curriculum, grade 6 (May 1970) 20 pp. Mimeographed.	.50
#48	San Jose State College: ECON 12 Project, grade 12 (May 1969), 21 pp. Mimeographed.	.55
Other Publications Related to Curriculum Materials Analysis:		
#1R	"A Curriculum Analysis System," by W. Williams Stevens, Jr., and William Fetsko, in <i>SSEC Newsletter</i> , No. 4 (February 1968) pp. 1-4.	.10
#2R	"Curriculum Materials Analysis System: A Summary of Experiences," by Merle M. Knight and James O. Hodges, in <i>SSEC Newsletter</i> , No. 7 (May 1969), pp. 1-8.	.10
#3R	<i>Steps in Curriculum Analysis: Outline</i> , by Irving Morrisett and W. Williams Stevens, Jr. (1967) 14 pp. Mimeographed.	.40
#4R	"A System for Analyzing Social Science Curricula," by W. Williams Stevens, Jr., and Irving Morrisett. Reprint of article appearing in <i>EPIE Forum</i> , Vol. 1 (December 1967 and January 1968) 6 pp.	.10

SSEC PUBLICATIONS

The following publications may be ordered from the Social Science Education Consortium, Inc., 970 Aurora, Boulder, Colorado 80302.

<i>SSEC Publication Number</i>	<i>Title and Author</i>	<i>Price Per Copy</i>
#101	<i>Sociology</i> , by Robert Perrucci (1966) 34 pp. Mimeographed.	\$1.30
#102	<i>The Structure of Geography</i> , by Peter Greco (1966) 26 pp. Mimeographed.	1.10
#103	<i>The Political System</i> , by David Collier (1966) 12 pp. Mimeographed.	.70
#104	<i>A Systems Approach to Political Life</i> , by David Easton (1966) 22 pp. Mimeographed.	1.00
#105	<i>Economics</i> , by Lawrence Senesh (1966) 16 pp. Mimeographed.	.80
#106	<i>Anthropology</i> , by Paul Bohannan (1966) 33 pp. Mimeographed.	1.30
#109	<i>Retrieving Social Science Knowledge for Secondary Curriculum Development</i> , by Charles Jung, Ronald Lippitt, and Robert Fox (1966) 86 pp. Mimeographed.	3.20
#110	<i>The Methodology of Evaluation</i> , by Michael Scriven (1966) 70 pp. Mimeographed.	2.40
#111	<i>Child Development and Social Science Education, Parts I and II</i> , by Irving Sigel (1966) 9 pp. Mimeographed.	.60

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| #112 | <i>Child Development and Social Science Education, Part III</i> , by Irving Sigel and Elinor Waters (1966) 82 pp. Mimeographed. | 2.90 |
| #113 | <i>Child Development and Social Science Education, Part IV</i> , by Irving Sigel (1966) 20 pp. Mimeographed. | 1.00 |
| #121 | <i>Concepts and Structure in the New Social Science Curricula</i> , edited by Irving Morrisett (1966) 161 pp. (May also be ordered from your local bookstore or from College Order Department, Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017.) | \$3.75 |
| #122 | <i>Morality</i> , by Michael Scriven (1966) 119 pp. Mimeographed. | 3.90 |
| #123 | <i>Value Claims in the Social Sciences</i> , by Michael Scriven (1966) 39 pp. Mimeographed. | 1.50 |
| #124 | <i>Student Values as Educational Objectives</i> , by Michael Scriven (1966) 23 pp. Mimeographed. | 1.00 |
| #125 | <i>Inservice Teacher Education to Support Utilization of New Social Science Curricula</i> , by Robert Fox, Emily Girault, Ronald Lippitt, and Lucille Schaible (1967) 29 pp. Mimeographed. | 1.20 |
| #126 | <i>A Short Guide to the Literature of the Social Sciences</i> , by Peter and Mary Sonn (1968) 53 pp. Mimeographed. | 2.10 |
| #127 | <i>An Annotated Bibliography for Curriculum Materials Analysis</i> , by Merle M. Knight (1969) 19 pp. Mimeographed. | .90 |
| #128 | <i>Research-Based Development: A Strategy for Educational Change in the 1970s</i> , by Walter R. Borg (1971) 18 pp. Mimeographed. | .90 |
| #129 | <i>Civic Education for the Seventies</i> , by John P. DeCecco (1971) 28 pp. Mimeographed. | 1.20 |
| #130 | <i>The University Model and Educational Change</i> , by Richard B. Ford (1971) 10 pp. Mimeographed. | .60 |
| #131 | <i>The Relevance of Economics in the High School: The Developmental Economic Education Program</i> , by Phillip Saunders (1971) 37 pp. Mimeographed. | 1.40 |
| #132 | <i>Toward the Year 2000</i> , by Kenneth E. Boulding (1971) 17 pp. Mimeographed. | .80 |
| #133 | <i>The Curse of Culture</i> , by Paul Bohannon (1971) 19 pp. Mimeographed. | .90 |
| #134 | <i>The Dimensions of Change: In Our Society, Our Students, and Our Social Studies Curriculum</i> , by Ronald Lippitt (1971) 17 pp. Mimeographed. | .80 |
| #135 | <i>Historical Parallels for the Sixties and Seventies: Primary Sources and Core Curriculum Revisited</i> , by Hazel W. Hertzberg (1971) 24 pp. Mimeographed. | 1.00 |

- #136 *Environmental Education: Social Studies Sources and Approaches*, by Martha T. Henderson (1971) 42 pp. Mimeographed. 1.60
- #137 *Social Science in the Schools: A Search for Rationale*, edited by Irving Morrisett and W. Williams Stevens, Jr. (1971) 204 pp. (May also be ordered from your local bookstore or from College Order Department, Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017.) 4.95
- #139 *Social Studies Curriculum Materials Data Book*, (1971). To be announced
- #140 *The Environmental Problem: Selections from Hearings on the Environmental Education Act of 1970*, edited by Irving Morrisett (1971) To be announced
- #141 *Organizing a Curriculum Around Social Science Concepts*, by Lawrence Senesh (1966) 17 pp. Reprint Series No. 2. .90

Orders of less than \$2.50 must include a \$.50 handling charge.

*"a significant
contribution
to curriculum
development"*

Mary Jane Turner

Mary Jane Turner received her B.A. in Political Science and Economics, and her Master's degree in Public Administration from the University of Colorado. She is currently enrolled in the Ph.D. program at the University, majoring in Political Science. She has taught Orientation and Guidance and World History in high school and American Political Systems at the Denver Center of the University of Colorado. As consultant and researcher for the Teacher Education in Political Science Program, she has been involved in workshops designed to identify, disseminate information about, and evaluate curricula for social studies teachers and resource personnel.

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